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ABSTRACT

The paper explores special education in Australia during the period 1970-80. Separate sections discuss the following aspects: (1) beginnings of special education in Australia, (2) early developments in public provision for the education of handicapped children, (3) progress in the provision for special education during 1970-80 (including such activities as the appointment and report of the Australian Pre-Schools Committee), (4) policy in special education in Australia, (5) practice in special education in Australia, (6) teacher education and training, (7) continuation of education in adulthood, (8) research in education, and (9) the integration of services. A summary and comments are provided in a final section. The author concludes that the weakest area in the provision of services is education of handicapped children from birth to 3 to 4 years. Appended are sections discussing the education of talented children, children from non-English speaking backgrounds, Aboriginal children, and R. Andrew's model illustrating the progression of the handicapped from school to work. (PHR)

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SPECIAL EDUCATION IN AUSTRALIA

WITH SPECIAL REFERENCE TO DEVELOPMENTS IN THE EDUCATION OF THE HANDICAPPED IN THE DECADE OF REHABILITATION, 1970 – 1980

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The Scheme operates a 200-bed Hospital at Manly, with its para-medical departments for speech therapy, physiotherapy, orthoptics, occupational therapy and recreational training and activities. It has a fully equipped dental surgery and orthotics workshop.

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Note on the Writer of this Paper

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Note on Spelling

Variations which occur from State to State in some words may be disregarded in this paper: e.g. programmes (usually in N.S.W.), programs (in Victoria and usually in Federal documents).

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N.W.D.

Preface

This paper takes a look at special education in Australia through personal investigation and observation spread over the period from November 1976 to November 1977, within the limits of time and facilities available. It is something between a sketch and, in one particular, a pre-Raphaelite painting: it indicates in broad outline some of the developments and present day trends in special education in Australia, with illustrative detail for the most part personally observed. It must be emphasised that the illustrations do not by any means suggest that the same or something similar is not being done elsewhere in Australia; they are just what they are intended to be, illustrations.

Some general background information about Australia has been included as possibly helpful to Members of the Rehabilitation International Education Commission and other interested people round the World.

The paper will have fulfilled its purpose if the reader finds here and there a stimulating idea or a swinging gateway to thinking and practice in his own developmental work in special education. It might also suggest some areas in the administration, organisation and practice of special education that might profitably be reviewed to the advantage of handicapped children, adolescents and adults, as well as the families and society to which they belong.

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SPECIAL EDUCATION IN AUSTRALIA

Developments in the Education of the Handicapped with Special Reference to the Decade of Rehabilitation, 1970-1980

The Decade of Rehabilitation, 1970-1980, has already seen the biggest advance in special education for the handicapped and the learning disabled in the history of education in Australia.

This article aims to indicate historically and very briefly the early development of special education in Australia and then to indicate recent movements towards the goal of adequate educational provision for all handicapped children and young people throughout Australia.

Connotation of Terms

As the connotation of terms varies to some degree from country to country throughout the world and to a lesser degree between States in Australia, it is deemed advisable at the outset to record that in this article–

Rehabilitation may include **habilitation**, as for children with congenital disabilities, but the term "habilitation" is used where it is deemed to be the more appropriate.

The terms **intellectually handicapped** and **mentally handicapped** while not being synonymous by derivation are by usage coming to mean the same thing. Both terms are used in this paper without distinction as usage varies throughout Australia. The term "intellectually handicapped" is now being used in publications of the Commonwealth of Australia: it is regarded as being more socially acceptable.

Handicap is a condition that affects or is *"likely to affect (a child's) educational progress unless he is supported by special educational provision."*[1]

Special education denotes special provision to meet the educational needs from birth onwards of persons who are handicapped, irrespective of their placement in a special school, or in a special class or group in an ordinary school, or in an institution, or hospitalised, or at home. The term "exceptional children" as frequently used has advantages – it makes no reference to handicap. On the other hand it includes "gifted" children, and this paper is concerned with the education of the handicapped.

The adjectives Australian, Federal, Commonwealth when used in reference to the Government of Australia or its Departments of Government may be read without distinction of meaning.

There are three groups frequently associated with special educational provision, not covered by this paper –

(i) talented children,
(ii) migrant children (children from a non-English speaking background) and
(iii) aboriginal children.

For brief statements on the **Education of the Talented Child, The Education of Children from non-English Speaking Backgrounds** and **Aboriginal Education in Australia**, please refer to Appendices A, B, and C.

Australia as a Continent: its States and Territories

It should be kept in mind as a background to our thinking that Australia is a continent more than three-quarters the size of Europe with six sovereign States, and two mainland Territories which are the direct responsibility of the Australian Government. See map and population table below.

AUSTRALIA

N.S.W.	NEW SOUTH WALES
VIC.	VICTORIA
Q.	QUEENSLAND
S.A.	SOUTH AUSTRALIA
W.A.	WESTERN AUSTRALIA
T.	TASMANIA
N.T.	NORTHERN TERRITORY
(A) A.C.T.	AUSTRALIAN CAPITAL TERRITORY

POPULATION TABLE[2]

STATE Name in full	ABBREVIATION	AREA IN Sq Km	POPULATION* as at 30.6.1976	ABORIGINAL POPULATION as at 30.6.1971
NEW SOUTH WALES	N.S.W.	801,600	4,777,100	23,000
VICTORIA	VIC.	227,600	3,646,900	6,000
QUEENSLAND	QLD	1,727,200	2,037,100	24,000
SOUTH AUSTRALIA	S.A.	984,000	1,244,700	7,000
WESTERN AUSTRALIA	W.A.	2,525,500	1,144,800	22,000
TASMANIA	TAS.	67,800	402,800	1,000
NORTHERN TERRITORY	N.T.	1,346,200	97,000	23,000
AUSTRALIAN CAPITAL TERRITORY	A.C.T.	2,400	197,600	1,000
TOTALS		7,682,300	13,548,000	106,000

ABORIGINAL POPULATION

Revised figures after census 30.6.1976 –

N.S.W.	28,000	S.A.	7,500	N.T.	28,000
VIC.	7,000	W.A.	26,000	A.C.T.	1,000
QLD	61,000	TAS.	700	TOTAL	159,200

Of the total population of 13,503,000 (approx.) as at 30.6.1975, 9,307,000 were in 10 cities, the largest being Sydney, N.S.W., 2,922,000 and Melbourne, Victoria, 2,661,000. The population outside the 10 cities, including smaller cities and towns, may be regarded as rural. Hence the urban (metropolitan) population was 70 per cent (approx.) of the total, the remaining 30 per cent (approx.) or rural population being spread over the whole continent of Australia. This has an important bearing on the provision and delivery of educational services, including special education. The centres of administration are located in the capital cities, while a process of decentralisation on a regional basis has been steadily proceeding throughout Australia since the early 1950's. Thus N.S.W. where regionalisation is well advanced administratively, has a coverage of 11 regions, each with regional offices, a director and staff and a growing responsibility to the central administration for the organisation, administration and delivery of services in education, including special education.

Education in Australia is traditionally a State responsibility, while the Federal Government$^{\phi}$ centred in Canberra has direct responsibility for education in the Territories. However, with the greater funds at its

* *disregarding tens and digits excepting for addition of total*

ϕ *Federation was inaugurated January 1st, 1901.*

disposal mainly through income tax, sales tax and custom duties, *"the Commonwealth has sought to assist with the development of primary, secondary and tertiary education in the States by making financial grants available for specific purposes under Section 96 of the Constitution"* (Cohen et al. 1973). While some generalisations concerning special education are applicable to the whole of Australia, the pattern of services varies from State to State, and to some extent from region to region. It is proposed in this paper to indicate the position generally, and from time to time give specific illustrations of the provision and delivery of services.

Education is compulsory from 6 to 15 years (to 16 years in Tasmania) although education is provided at lower and higher age levels. Most Australian children begin school in the ordinary or regular schools at about 5 years of age, and an increasing percentage stay on beyond 15 years. The percentage of those who commence Year 7 (first year of secondary education) and continue through to Year 12 (the final year) is now about approximately 35 per cent. Of the 2,960,250 school children in Australia in 1976,[3] approximately 79 per cent were enrolled in government schools, the remaining 21 per cent approximately being enrolled in non-government schools – denominational, private schools and schools conducted by voluntary organisations for handicapped children. Non-government schools receive government financial support mainly on a basis of need. Education in all government schools is free: fees are usually charged in non-government schools.

In general, up to about the last forty to fifty years, State Departments of Education did not make special provision for children too handicapped physically and/or mentally to be able to participate in the somewhat rigid programmes of the normal school, the children being exempted from compulsory school attendance. The parents were thus left to shoulder the burden of providing for the children's education.

The Beginnings of Special Education – Voluntary Organisations

Historically, organised Special Education in Australia owes its beginnings to voluntary organisations. The Institution for Deaf, Dumb and Blind* opened its first school for deaf children in Sydney in 1860, and the next year a school for deaf and dumb children was opened in Melbourne, followed in 1866 by a school for the blind established by the Victorian Royal Blind Society. Townshend House, a school for deaf children at Brighton, S.A. was opened in 1874.

* *Now called the Royal New South Wales Institute for Deaf and Blind Children. Its first school was originally opened as a private venture by a Scotsman, Thomas Pattison, who was himself deaf.*

Movements on an appreciable scale by voluntary groups and organisations throughout Australia to establish special schools for children with other types of disability did not take place till the second quarter of this century. A voluntary group opened a school for physically handicapped children at Yooralla, Victoria, in 1927 and in the next decade organisations like the N.S.W. Society for Crippled Children and Adults opened special schools for physically handicapped children. The Victorian Society for Crippled Children and Adults*, which maintains close links with Yooralla, established schools for physically handicapped children at the kindergarten level. In the last twenty to thirty years Australia has also seen the development in all States of Societies for Spastic Children and the establishment by them of special schools with auxiliary medical and paramedical services.

More recent is the good work done by voluntary organisations for mentally sub-normal children, particularly the moderately and severely retarded, in developing public interest and in organising support for special education and training programmes at local levels; e.g. the Sub-normal Children's Welfare Associations in N.S.W. and Queensland, the Mentally Retarded Children's Society in South Australia and the Slow Learning Children's Group in Western Australia. Two of the latest in the field in N.S.W. are the Autistic Children's Association established in 1966 with its field work centred at the Vern-Barnett Diagnostic Teaching Centre at Forestville, Sydney, and the Council for Integrated Deaf Children (1969) which operates a pre-school at the Shepherd Centre, Sydney University, in conjunction with The Sydney University Union's Child Care Centre.

Some of the voluntary organisations that have established special schools have made residential provision for children from homes too remote to permit of daily attendance, and this has frequently been allied to medical and paramedical services for children severely handicapped. Similar residential provision has also been made in a few instances of special schools established by State Departments of Education.

The practice of voluntary organisations in setting up separate schools to meet the children's special needs was definitely one of segregation. It had advantages and disadvantages. On the practical side the special schools with specially trained teachers and sometimes medical and/or paramedical staffs were able to undertake research, as in the Mosman Spastic Centre, N.S.W., and develop techniques in the education and development of severely handicapped children that profited special education generally. Professor Marie Neale refers to *"their best feature – viz, field experimentation . . . the proving ground for innovative teaching*

* *The Victorian Society for Crippled Children and Adults and Yooralla in 1977 became one corporate body known as the Yooralla Society of Victoria.*

and rehabilitation procedures" (Neale, 1974). Many of the special schools, especially in the fields of the deaf, spastic, mentally retarded and multiply handicapped children developed parent involvement with its concomitants in parent education, guidance and counselling. In their public contacts they have helped to develop a public awareness of the needs of handicapped children and their families, accompanied in recent years by a growing sense of public responsibility towards the handicapped. Modern mass media, television and the press, have played an important part in awakening public consideration directed towards making educational provision for all atypical children. On the other hand, the special schools have been up against the age-long problems of segregation – the limitations upon the experience of handicapped children while attending a special school, and later the difficulties they meet in integration into the communities in which they live when school days are over.

EARLY DEVELOPMENTS IN PUBLIC PROVISION FOR THE EDUCATION OF HANDICAPPED CHILDREN

About the 1930's there can be distinguished in Australian education a change of attitude towards the children who were "different". This resulted in limited administrative action to provide for these "different" children, individually or in groups. This development was helped considerably by the establishment of Guidance Services in the various States, staffed generally by selected experienced teachers who had majored in Psychology/Education in their university degree courses, and who were given, as in N.S.W., a full-time year's training in the theory and practice of guidance and counselling. Queensland accepts into its Guidance Services qualified, selected graduates without the requirement of teaching experience. The administrative set-up has been usually a Division of Guidance at Departmental Headquarters with teams of Guidance Officers, known in some States as School Counsellors, providing guidance and counselling services to schools, teachers, pupils and to a limited extent to parents. These guidance services have become one of the outstanding features in Australian education. Some Australian Universities and Colleges of Advanced Education now offer courses in School Counselling leading to a Diploma in School Counselling, e.g. the University of Queensland, or a B. Ed. Psych., e.g. Newcastle University N.S.W., or an M. Ed., eg. Canberra College of Advanced Education, A.C.T., or an M.A., e.g. Macquarie University, N.S.W.

The disadvantages of complete segregation and the need to make special provision for children who were mildly handicapped led in Australia as elsewhere especially during the 1950's and 1960's to **partial segregation in special classes in ordinary schools.** In general, as there could be many more special classes than special schools, the children could receive education to meet their special needs in schools nearer to their own homes. The position that developed generally throughout Australia may be illustrated by the position in N.S.W. where the Department of Education made and has continued to make educational provision in special classes for the following groups of children:

- children who are developing slowly
- children with moderate and severe degrees of intellectual handicaps
- slow learning pupils in secondary school
- educationally retarded children
- children with specific learning difficulties
- children with severe hearing difficulties
- children who are blind, severely visually handicapped or deaf-blind

- emotionally disturbed (maladjusted) children
- children in hospitals
- children with outstanding ability (in Grades 5 and 6).
- aboriginal children
- migrant children (i.e. children from non-English speaking backgrounds).

Where children are arranged in groups for special education the teacher-class ratio varies with the degree of disability, e.g. 1:2 for children who are deaf-blind plus a teacher's aide and about 1:15 in classes for the mildly mentally retarded. Daily transport from home to school by public transport or special bus service is provided free, or by free taxi service for the more severely handicapped for whom travel by public transport would be difficult or dangerous. Unfortunately, daily travelling up to 40 km. is not infrequent. One of the difficulties met to some degree in the special schools and to a larger extent in the special classes in the ordinary schools has been the opprobrium felt by some of the parents, and in some cases by the children, both handicapped and non-handicapped, associated with categorisation of handicapped children, both by the earlier medical categories, and later by educational categories that have attempted to minimise the felt reproach of being in a special class. One of the reasons for this feeling of reproach in the past appears to have been a general recognition that once placed in a special class a child was likely to be "tabbed" or "labelled" for the rest of his school life, a condition affecting the child, his teacher and his parents. Educational psychologists have at times contributed in some measure to the categorisation by a too rigid assessment of a child's intelligence quotient, often without sufficient regard for social and ethnic backgrounds and a too fixed regard for the educational limitations of a low I.Q. assumed on the basis of the assessment. In this particular it is interesting to note the following statement in the Handbook for Principals issued in 1976 by the Department of Education, N.T. – *"Officers of the Section (Guidance and Special Services) are conscious of the dangers associated with 'labelling' children. They realise, too, the imperfections and limitations associated with I.Q. results especially as such results apply to Aboriginal and non-English speaking children."*

As in rehabilitation generally, the former emphasis on disability has been replaced by an emphasis on the level of functioning and a child's potential. Parents like to look upon their children as normal; and it takes wise counselling and guidance to enable parents to accept the fact that their child is handicapped and to co-operate willingly in the child's placement in a special school or special class. Parents are keen to have their children accepted by the community generally, and many therefore

prefer to see their child become a participant in the education of an ordinary class in an ordinary school, rather than to have him "tabbed" by placement in a special school or class. However, attitudes are changing towards accepting differentiation in programming for the child who is "different." The impression gained in Brisbane and Toowoomba, Queensland (1977) was that parents were gratified to have their child in a special school, like the Dutton Park State Opportunity School for mildly mentally retarded children or Radford House Extension School for moderately and severely mentally retarded children and adolescents run by the Queensland Sub-normal Children's Welfare Association. The special competencies of the teachers, their enthusiasms, their helpful relations with the families of the handicapped children and the appropriateness of the special curricula and group and individual programmes that secure the children's interest appear to be major factors in helping the parents to accept a child's disability, and in winning the parents' gratitude that such good provision is being made to help them in the education and social development of their children.

As it is now accepted that special provision needs to be made as near to the child's home as possible in order to retain the child within the family, special classes cannot meet the needs of many children living too far away from a school with a special class to permit attendance on a daily basis. This was one factor in retaining a handicapped child in his local school and in the provision of support services necessary to make such placement successful. The most successful pioneering efforts in the education of handicapped children in ordinary classes has been in the education of children with hearing impairments: in 1976 Victoria had over 600 of these children in normal classes with resource services especially provided by visiting trained specialist teachers of the deaf. In the same year N.S.W. had 700 + children with hearing impairments in the regular schools, with 37 itinerant teachers of the deaf plus 3 senior visiting teachers of the deaf. Thus four itinerant teachers and one visiting teacher attached to the North Rocks Central School for Deaf Children regularly visit schools in the area that have hearing-impaired children in ordinary classes or that have special classes for deaf children (O.D. Classes): in 1976 N.S.W. had 585 children in O.D. classes in addition to the hearing-impaired children in ordinary classes.

PROGRESS IN PROVISION FOR SPECIAL EDUCATION IN THE DECADE OF REHABILITATION

The widespread concern throughout Australia about rehabilitation of the disabled found expression in the **establishment by the Senate of the Commonwealth Parliament of the Standing Committee on Health and Welfare** and the reference to it on September 2, 1970 of the following matter –

> *"the problems of, and the provisions of assistance to, mentally and physically handicapped persons in Australia."* [4]

Evidence was submitted to the Committee by 46 voluntary organisations in the field of rehabilitation and services in health, education and welfare for the physically and mentally handicapped, and by government departments and agencies concerned.

Prominent among the organisations submitting evidence, reports and recommendations was the *Australian Council for Rehabilitation of Disabled (ACROD)* a voluntary organisation, recognised and partly subsidised by the Australian Government, with an affiliated membership of 210 organisations.

In 1962 ACROD had established a small, highly qualified and experienced National Committee on Education, whose first activity was a national conference on a proposed *"Charter for the Education of a Child with a Physical Handicap."* This Charter when finally adopted by ACROD was widely circulated throughout Australia, bringing it to the notice of the voluntary organisations concerned, Departments of Education, non-government educational authorities and teachers' organisations. Subsequently, it was agreed that the Charter was valid for children with other handicaps, including the mentally handicapped. The Committee was later widened in its membership by adding to the representatives of University Schools of Education the Directors (or Superintendents) of Special Education in each of the States, a representative of the Commonwealth Department of Education and representative practising teachers concerned with the education of the blind, the deaf-blind, children with hearing impairments, spastic children and mentally handicapped children.

Throughout the 1960's this National Committee as such and through its members individually stimulated interest and activity in the development of special education throughout Australia, and by frequent meetings and the overseas activities of its members contributed in good measure to the development of a co-ordinated outlook on the educational needs of the handicapped in Australia and to an understanding of the various services deemed most helpful in meeting those needs. The

Committee submitted recommendations to the Senate Standing Committee and six of its members gave evidence directly before the Senate Committee. The definition of a Handicapped Person submitted by the ACROD National Committee to the Senate Standing Committee can be noted here – **Handicapped Person**: *a person whose physical and/or mental well-being is temporarily or permanently impaired, whether congenitally or through age, illness, accident or socio-economic conditions or by an emotional-behavioural disorder, with the result that his self-dependence, schooling or employment is impaired.*

The Australian Government, through the Australian Universities Commission was already funding Universities. The recommendations of the Senate Standing Committee on the education of the handicapped would take the Government into other fields involving funding, including –

- pre-school education for handicapped children;
- the education of handicapped children and adolescents at school levels;
- the training of teachers, general and specialist, to meet the needs of handicapped children;
- vocational preparation of handicapped students.

One of the outcomes of the Senate inquiry was the decision of the Australian Government to set up an **Australian Schools Commission** and an **Australian Pre-schools Commission**. Pending the establishment of the two Commissions, the Prime Minister, in December 1972 appointed an Interim Committee for the Australian Schools Commission which was destined to become the first body in Australia speaking effectively for Australia as a whole in policy making in education; and in February 1973, the Minister for Education announced the establishment of the Australian Pre-Schools Committee.

The Interim Committee for the Australian Schools Commission was directed, inter alia, to take into account "the particular needs *of schools for the handicapped, whether mental, physical or social, and of isolated children.*" (Karmel et al., 1973).

The Australian Pre-schools Committee was asked, inter alia, *"to recommend measures which the government should adopt to ensure that all children be given the opportunity to undertake one year of pre-school education and that child care centres be provided for below age children of working parents and underprivileged families".* (Fry et al., 1973).

Both Committees in their concern for special education had the advantage of the Senate inquiry and the submissions on the Senate Standing Committee's report by the organisations concerned.

The Australian Council for Rehabilitation of Disabled, inter alia, through its National Committee on Education submitted to the Interim

Committee for the Australian Schools Commission a report and recommendations on special education requirements including especially –

- early identification and early intervention to provide the earliest professional support to parents and siblings of handicapped children;
- the adequate training of teachers in sufficient numbers including –
  (a) the introduction of all student teachers to handicapped children enabling them to recognise some of the common learning problems of the handicapped child and to develop competency in handling common learning difficulties;
  (b) in-service courses in special education of at least one year's duration;
  (c) the establishment of at least one University Chair of Special Education in each State;
  (d) the development of research in special education; and
  (e) funding to meet the costs of these and other recommendations – "in total, massive injections of finance earmarked for special education to meet the educational needs of handicapped children in Australia."

The ACROD recommendations were in large measure adopted.

The Interim Committee for the Schools Commission, by request of the Government, presented its report in May 1973, and the Government made it a matter of urgency to give effect to its recommendations.

The Australian Pre-Schools Committee's report was presented in November, 1973, and tabled in Parliament in December, 1973. Questions arose about the timing of giving effect to its comprehensive recommendations, as the Government was already deeply involved especially financially, in making the approved provisions recommended by the Interim Committee for the Australian Schools Commission. It appeared that the Government wanted a precise programme in early childhood services that could be implemented more quickly and at a lower cost, and readily fitting government administrative procedures. The Cabinet, moved by a desire for urgent action, at its meeting on 18th February, 1974, "decided to ask the Social Welfare Commission to look at the development of pre-school and day care opportunities". As a result of this Cabinet decision the Social Welfare Commission set up a special project team (under the Chairmanship of Marie Coleman) who produced a report, the recommendations of which were almost entirely adopted by the Commission whose report with an estimated expenditure of $96m for the year 1974-75 became the basis of government action. (Coleman et al., 1974)*

* See also p. 19

The establishment by the Federal Government in December, 1972, of the Interim Committee for the Australian Schools Commission, followed by Government approval of its recommendations for funding education at the school level, was to prove the greatest "shot in the arm" for special education and teacher development Australia has ever received. Both government and non-government schools have benefited by the recommendation for grants exceeding a total of $700 million$^{\phi}$ for the two years 1974 to 1975, with a promise of continued funding.

Some details are given in table 14.3.

TABLE 14.3

SUMMARY OF GRANTS IN COMMITTEE'S RECOMMENDATION FOR STATES, BY PROGRAM, 1974 TO 1975(a)

Program	*Government schools*	*Non-government schools*	*All schools* (b)
	$m	$m	$m
General recurrent	175.9	133.4	309.3
General buildings	164.0	31.7	195.7
Libraries	33.3	8.0	45.1
Disadvantaged schools	43.8	6.2	50.0
Special education	43.5	..	43.5
Teacher development	..	..	10.3
Special projects	..	..	6.0
Information systems	..	..	0.2
All programs	460.5	179.3	660.1

(a) In addition there will be expenditures, arising from existing programs, not incorporated in the Committee's recommendations; this would raise the total for States to over $700m (see paragraph 14.14).

(b) Includes programs not allocated specifically between sectors.

The large grants to the States for the purposes indicated were to be additional to expenditure by State Departments of Education. Thus the estimated total expenditure on government schools for the financial year 1975/76 was $2,444 million, of which the Commonwealth Government's contribution was $344 million, or 14.2%.[5] For the year 1977 it was estimated that the State Governments would be bearing about 18% of the costs of maintaining non-government schools, and the Commonwealth Government about 33%.[6]

Further, on the recommendation of the **Cohen Committee on Teacher Education** (1973) **an additional grant** was made for the employment of fifty additional teachers college academic staff throughout Australia *"in support of the running costs associated with increasing the numbers of students undertaking existing or new courses in special education at particular teachers colleges."*

ϕ *All amounts stated in this article are in Australian dollars: rate of exchange at the time was $A1 = USA$ 1.4850*

Several happenings in Australia during recent years have had marked impacts on public and professional interest in, and concern about education and special education. Reference is made here to two of them.

In August – September, 1972, Rehabilitation International held its Eleventh World Congress in Sydney **together with** pre-Congress seminars on medical, educational, vocational and social aspects of rehabilitation.

The Fifth International Seminar on Special Education, Melbourne was at a high professional international level. Its theme was "Educational Equality for the Handicapped" (Drummond, Ed. 1974) with special emphasis on "open" education, i.e. education of handicapped children in ordinary classes in ordinary (regular) schools. One of the outcomes of the Seminar and the World Congress that influenced education in Australia, was the preparation and the promulgation of *Guidelines for the Future in Special Education.* The first and final drafts of the Guidelines were prepared by working committees of the Rehabilitation International Education Commission working in Australia, with close consideration in the final draft of discussions and recommendations by working parties of participants in the seminar and the educational sections of the congress programme. The final draft of the Guidelines was circulated by Rehabilitation International among its members around the world, while ACROD took additional action to circulate specially printed copies of the Guidelines freely throughout Australia and New Zealand. This action was very well received, as Australia as a whole was in the midst of reviewing its policies, planning and development of programmes in the education of handicapped persons, along with provisions for substantial additional funds to meet the costs of expanding services.

The Guidelines made a good contribution towards the development of the special education policies of the various educational authorities throughout Australia.

The second happening to which reference is made at this point **was the appointment by the House of Representatives, Commonwealth Government, October 1974 of a Select Committee on Specific Learning Difficulties.** The setting-up of this Committee emphasised the concern of the community generally about what was regarded by many people and several organised groups as inadequacy of provisions being made for children with specific learning difficulties who were failing or falling behind in schools, with consequent adverse effect on the children as individuals and as members of society, particularly during the impressionable, developmental years of adolescence. This concern was typified by the formation in 1968 of SPELD, (Specific Learning Difficulties Association) N.S.W. Through its impact across Australia autonomous

SPELD Associations were formed in each of the other States and in the A.C.T. and the N.T. This led to the formation of an organisation on a national scale – AUSPELD (Australian Special Learning Difficulties Association), which became a focal point for action at a national level. Other voluntary and service organisations gave their support, including the ACLD (Association for Children with Learning Disabilities), a N.S.W. voluntary organisation of parents and others especially interested in the learning difficulties of children mildly or moderately handicapped, the Mentally Retarded Children's Society of South Australia, the Children's Slow Learning Group in Western Australia, the West Australian Hear and Talk Association, an association of parents of children with communication difficulties, and the Retarded Children's Welfare Association of Tasmania.

In its terms of reference the House of Representatives Select Committee was directed, inter alia, to inquire into *"the incidence of all forms of specific learning difficulties among Australian children and adults: measures . . . being taken to overcome such difficulties . . . their success . . . . the social, emotional and other handicaps that individuals with specific learning difficulties suffer . . ."*

The Committee was also asked to recommend *"Measures that can be taken to heighten community awareness of special learning difficulties . . .* and *. . . action that can be taken by the Federal Government or by the Federal Government in co-operation with State and local governments as well as voluntary organisations to alleviate the difficulties . . ."*

The enquiry of the Select Committee covered a period of two years during which time it received over 400 submissions and took over 4,000 pages of evidence. In brief, *"The Committee's Report identifies children and adults whose educational attainment causes concern . . . the groups who do not achieve minimum acceptable standards"*, whom they considered *"entitled to more than equal resources to assist (them) in meeting these minimum requirements"*. The Committee made recommendations, inter alia, *"for improvement in the delivery of services"* and for funding to provide the resources necessary to such services.[8]

The conclusions and recommendations of the Select Committee of the House of Representatives, as reported at some length in October 1976 have been, and in some aspects still are being closely examined by government and other education authorities, and by the voluntary organisations concerned. It is too soon to evaluate the impact of this inquiry and the Committee's report on the education of teachers, about which it was most critical. It has, however, clearly given support to and stimulated planning and programming aimed at developing the com-

petencies of teachers to understand and help children who have difficulties, both in the pre-service education and training of teachers and in programming and making available special in-service courses for teachers and allied professional staff.

POLICY IN SPECIAL EDUCATION

It is policy throughout Australia –

(1) to make provision for the education of all children of school age:
(2) to educate handicapped children in ordinary (regular) schools, subject to provision of support services to schools and class teachers to enable them to cope with the difficulties of integration of handicapped children in ordinary schools; and
(3) to continue the provision of special schools and special classes or units attached to regular schools, along with the development of associated paramedical services for the children in need of them.

It is anticipated –

(a) that as provision under (2) above improves and becomes more adequate the number of children in need of segregated provision will decrease; and
(b) where segregated provision is deemed essential there will be increasing provision for integrated experiences of handicapped children along with the non-handicapped.

There has been no overnight mushroom growth in the development of this policy in Australia. For about the past forty years "deaf" children have been educated in ordinary schools, with supportive services to the child, the class teacher and the child's family by visiting teachers of the deaf. The first evidence of a policy of integration being spread wide across Australia appears to be a statement in the addendum to the ACROD Charter circulated in 1964.

While references were to a "child with a physical handicap," as already indicated the Charter was later held to be valid for children with other disabilities. The following statement was listed in the addendum to the charter as one of "Four main areas in which provision for the education of a child with a physical handicap needs re-appraisal.

Integration with the Community

"1. Every effort should be made at each stage of the development of a child with a physical handicap to ensure that he is

able to live in society as fully as possible. Educational provision should therefore be directed towards the optimum degree of integration with his fellows who have no disability rather than towards segregation from them. Provision for the segregation of children with physical handicaps should be made in cases of special disability where segregation is necessary to meet a child's total needs or where his disability renders him incapable of integration with ordinary children.

"2. Integration should be carefully planned. The child should be prepared for the process of integration, and those concerned with his education and welfare should help his adjustment at each stage of his development.

"3. Integration should begin as early in a child's life as possible. Provision should be made, preferably in pre-school centres, nursery schools or kindergartens, to permit the child, whose disability allows it, to share and profit by the experience of living with ordinary children. In such living together, emphasis should be placed on the child's capacities and on the development of abilities leading to achievement and the satisfactions that come with achievement.

"4. New pre-school centres and schools should be designed with such facilities as will make possible the attendance of children with physical disabilities.
Facilities in existing schools should, as far as practicable, be modified to meet the needs of disabled children.

"5. If a child's handicap prevents him from participating entirely in ordinary school life, consideration should be given to his enrolment in a special class or group within the ordinary school, or in a special unit providing treatment as well as education either within the school or, in cases of special disability, apart from the ordinary school.

"6. If a child is homebound, or cannot attend school, his education should be conducted in close co-operation with a local or suitable school which should endeavour to make individual provision for his participation in the school's activities."

A further impact on the development of national policy was the reference to "integration" in the widely promulgated **Guidelines for the Future in Special Education** (Rehabilitation International 1972) –

"Integration of handicapped students into regular classes should be seen as a flexible process which is very dependent upon the flexibility of the educational system, the sizes of classes, the readiness of the individual student and the insights and understanding of the regular teacher. There is additional need for the specialist teacher as a consultant and/or resource person to the regular class teacher. The

degree of integration will depend upon the need of the individual child's handicapping condition. Whenever possible, the child should be integrated with his peers. However, the extent of integration must always be consistent with his own educational and psychological needs."

When the Interim Committee for the Australian Schools Commission was established in 1973, its concern for the education of handicapped children and the necessary funding centred mainly on the needs of special schools and special classes. However, the Commission in its reference to funding for its Special Education Program for 1976 stated –

"4.3 One of the emphases for 1976 is concern for the more severely handicapped, together with an encouragement of greater acceptance of, and provision for, individual differences in the ordinary classrooms, and not as separate services. The resources of the Special Services Division of the State Departments, so deployed, would be particularly valuable for the integration of the handicapped into ordinary schools.

"4.4 In the 1974-75 program recurrent grants were generally used to employ additional teachers, subject or special education consultants, additional guidance staff and teacher aides, as well as for the purchase of various kinds of equipment for approved special classes and schools. In 1976 recurrent grants may be used for similar purposes. However, it is anticipated that relatively more will be used to support arrangements enabling a gradual increase in the number of handicapped children who can attend ordinary schools."[9]

The Australian Schools Commission thus at a national level has recognised special schools and special classes for handicapped children while at the same time it encourages the "integration of the handicapped into ordinary schools." This then is now firmly established Australian national policy.

What has developed during the past few years is the idea that the objectives of integration for the child concerned, e.g. social experiences, language stimulation, learning from one's peers in informal learning situations and so on, should be planned for in the way best suited to the child's total needs. Planning for integration may present a variety of options, by no means limited to the education of a handicapped child in an ordinary class in an ordinary school. Other options will be illustrated later as observed in varying practices across Australia.

PRACTICE IN SPECIAL EDUCATION IN AUSTRALIA

Early Education of Handicapped Children: Pre-Schools

As indicated by the setting up of an Australian Pre-Schools Committee by the Australian Government early in 1973, concern for pre-school education including pre-school education for handicapped children is wide-spread throughout Australia. The Pre-Schools Committee, regarded as a preliminary to the Government's declared intention of establishing an Australian Pre-Schools Commission, gave hopes for the declaration of a national policy on early education, at least providing opportunity for one-year's pre-schooling for every Australian child and for early special educational provision for handicapped children. As indicated earlier the Commission has not been established and many of the recommendations of the Committee on an Australia-wide basis still await implementation. However, the preparation of the report, the views it expressed and the recommendations it made assuredly strengthened favourable attitudes towards the establishment of Day Care Centres throughout Australia for children zero to school age and movements by voluntary organisations and government authorities as well as non-government education authorities for the provision of at least one-year's pre-schooling for all children before they reach regular school age which varies in practice from 4½ years in Victoria to 6 years in Western Australia. Undoubtedly it was the later action of the Australian Government through the support it gave to "Project Care",* especially financially, that gave a much needed stimulus to the development of early childhood services throughout Australia. Both the Fry and the Coleman reports are important for special education as both indicate the total needs of handicapped children over the whole of the first five years of life and appropriate measures that might be taken to meet those needs, as for example in the Fry report "for children with multiple minor handicaps ... remedial and educative services so that these children can eventually be integrated into a normal pre-school centre".(Fry et al., 1973). The Coleman report recommended "additional facilities ... within this program to meet the needs of ... handicapped children" and "special assistance to pre-schools which include a percentage of handicapped children." (Coleman et al., 1974)

Evidence of community and professional interest is seen in the leadership being provided by some tertiary institutions in the development of innovative projects and programmes in child care. The Institute of Technology, Preston, Bundoora, Victoria in May, 1976, opened "The Children's Centre", an early intervention training and advisory centre associated with the Psychology Department and the Institute's child care

* Being administered through the Office of Child Care, Department of Social Security (1978).

centres. The establishment of the Children's Centre was made possible and is being funded for three years by an Australian Government grant.

"The primary aim of the Centre is to advise, implement and evaluate a broad range of developmental programs, appropriate to the needs of intellectually and emotionally handicapped pre-school children and their families. The general objective of all programs is the optimization of the child's development and family relationships. Programs are implemented both at the Centre and in the home and parents are trained to operate the home programs. Additional aims of the Centre are:

(i) To provide training in child management for all families in the community with handicapped children.

(ii) To carry out research concerned with the development of handicapped children". (Clunies-Ross, 1976)

Early education is a family task. Educationists and other professional groups refer to "intervention programmes", but in some cases at least it might be preferable to refer to "early support programmes", that can be developed from early support services, a term that clearly recognises the function and responsibility of the family in the early education of a handicapped child. If one might be permitted to coin a word to fit the idea, early education "intervention programmes" might well become "covention programmes." The years generally receiving the most inadequate attention are from 0 to 3 years, though a considerable and increasing number of pre-schools in Australia as well as Day Care Centres are making provision for support services to families with handicapped children under pre-school age.

It is interesting to note the years covered by the term "early education." While emphasis is placed above on the period from 0 to 3 years for handicapped children, the term "early education" is perhaps more frequently used as by Jeanette Andrews (Andrews J., 1976) to cover in general the period from 0 to 5 years. However, especially since integration of handicapped children into ordinary classes has become a firm objective as the best option for many handicapped children, "early education" may well apply to the age range 0 to 8 years, the age when most Australian children enter Year 3 and can be expected to have settled into appropriate integrated programmes. This is the age range given to early education by Peter O'Connor in a recent paper presented to the ACROD National Seminar on Education of the Disabled held in Sydney towards the end of October, 1977. (O'Connor, 1977).

PRE-SCHOOLS

The early development of pre-schools in Australia has been due almost entirely to voluntary organisations such as the Members of the Australian Pre-Schools Association, e.g. the Kindergarten Union (or Association) in each State, and the Sydney Day Nursery Schools Association.

Education Departments in all States and the A.C.T. have established pre-schools in addition to the pre-schools operating under other authorities, whether government or non-government. All make some provisions for the education of handicapped children of pre-school age, but the provisions vary considerably from State to State both in type of provision, the age-range to which the provision applies and the extent to which it covers total needs. Segregated provision in organised pre-schools for handicapped children is limited, though there appears to be a good deal of advocacy for special pre-schools for some children who may be deaf, or blind, or cerebral palsied or mentally or multiply handicapped where it is considered that these children need special preparation as in learning techniques and/or development of ability to cope with present difficulties, as in acts of daily living and at a later stage with the difficulties and problems of integration.

Victoria by legal enactment, has accepted responsibility for the education of handicapped children of school age. The Act[10] goes further. If any parent notifies the appropriate special education authority (reasonably accessible on a district or regional basis) that he has a child under school age with a handicap, and the child is assessed as requiring special education, then the Minister is obliged to provide such special education as though the child were of school age. This is an important breakthrough in Australia, as special education in Victoria now legally covers the age range from birth to 15 years, the upper limit being usually extended to 18 years, and in some cases, e.g. the mentally handicapped, to 21 years or even to 24 years in special cases.

One facility established by the Victorian Department of Education to give effect to the new policy is **Monnington Parent-Guidance Centre**, Kew, Melbourne. It enrols about 110 families and provides a parent-guidance service for deaf and multiply handicapped deaf pre-school children, with an age range from birth to 4½ years, excepting that deaf-blind children may be retained at the centre up to 16 years of age. In summary, Monnington is a pre-school special education centre, a parent resource centre, a multi-disciplinary staff training centre, and, in addition, a resource centre for teachers in ordinary schools in a co-ordinated, integration program. (See Hewitt, 1974)

At present, Monnington is more than a local service: it is "a

centralised service" with "a State-wide coverage". Air services are used to bring in children living long distances from Monnington and for their periodic home visits. What one would like to see is the provision of services as at Monnington brought nearer to the homes of children living in distant and isolated parts of the State.

In South Australia the Education Act of 1972 requires all children to enrol as school pupils from the ages of 6 to 15 years. The Act does not distinguish between handicapped children and others: by implication therefore the State accepts responsibility for the education of handicapped children who come within the compulsory age range. There is a clear trend in South Australia towards making appropriate provision for the education of handicapped children at all age levels. The State has shown intense interest in "deaf education" which has been the subject of frequent government-instituted reports from the time of the report by Professor and Mrs Ewing of Manchester University in 1950. Late in 1974 the Government appointed a Committee under the Chairmanship of Mr E.D. Lasscock to *"inquire into and report upon existing arrangements in South Australia for the education, training and assistance of deaf and hard-of-hearing children and to recommend what changes, if any, should be made."* (Lassock, 1975).

In the Committee's report were recommendations concerned with very young children and family support services –

Recommendation 17:

(i) *That a parent guidance service, independent of a special education setting, be set up to provide counselling, advice and information to the parents of hearing-impaired children;*

(ii) *the service should be available to the parents of hearing-impaired children of any age, and wherever they may be enrolled but one of its principal areas of responsibility should be with the parents of very young (0-3 years old) children;*

(iii) *appropriate brochures be provided by the service for the information of parents.*

Recommendation 18:

That each unit providing for the education of hearing-impaired children offer parent guidance and counselling as part of its service.

While the newly formed parent guidance service would provide independent advice and counselling, the Committee believes that, from the date of enrolment in a particular educational setting, most of the necessary parent guidance and support will be part of the service offered in that setting.

The Recommendations are quoted as illustrating the trend towards

similar provision for all young handicapped children in South Australia and elsewhere in Australia.

South Australia has set up a Statutory Pre-School Board for the development of pre-school education. It has been based on the efficient know-how and organisation of the Kindergarten Union of South Australia. The Pre-School Board's provisions include a Special Enrolment Programme, Teachers, psychologists, doctors, social workers, parents, government or voluntary agencies, city and country, have a modus operandi for referring to a special division any child with a special difficulty or learning disability or disorder for consideration of a special programme; and a top-level team in this division led by its director, a special educationist, sets about making appropriate provision for the child, with emphasis on support services for the family. In 1976 there were 1017 referrals for special programmes, representing about 6-8% of the total pre-school enrolments.

The pre-schools in South Australia are spreading into all centres of population – community based schools, becoming well integrated with other agencies, government and private. The schools are developing as social centres for family get-togethers, sometimes with coffee clubs, open to all parents for guidance, counselling and help, whether their children are of pre-school age or under. They are developing as family/child centres with special benefit to families with children who are handicapped: the trend is towards an "open door" policy.

About 70 per cent of children in the 4-5 years age range in South Australia attend pre-schools.

Besides the pre-schools of the South Australian Pre-Schools Board, the Department of Education has itself established pre-schools and is making increased pre-school provision for handicapped children.

Western Australia also has set up a statutory pre-school body, The Western Australian Pre-School Board.

A special feature of the work of the Board lies in the emphasis given to the education and training of support staff in Child Care as demonstrated by the courses which it administers through its College in West Perth. A two-year Child Care Course is open to applicants between the ages of 17+ (year of 18th birthday) and 50 years with a minimum academic level of satisfactory completion of 3 years of secondary education. The Course is "designed to educate students for work in a variety of areas involving the care of children from birth to six years of age in Pre-School Centres, Day Centres, Residential or Family Care. The

Course is extremely practical in both its vocational and general aspects".[11]

The Course includes, inter alia, such subjects as Child Development (. . . students becoming aware of the physical, social, emotional and intellectual development of children from birth to six years . . . the recognition of individual differences between children) and Behavioural Studies.

Being concerned with pre-school education over a vast State that averages about one person to 2.3 sq.km., about one-fifth of the population being Aboriginal, the Western Australian Pre-School Board offers two other courses in Child Care –

- A Child Care Certificate Extension Course, a pilot scheme commenced in February, 1976 at Kalgoorlie and Bunbury, especially designed to meet the needs of country people. It is presented within the concept of "Distance Education": "some units are undertaken by correspondence and others presented in a lecture situation" –[12] plus such student practicum as may be possible in the area.

- A Basic Child Care Certificate Course which "offers an opportunity for Aboriginal women employed in pre-schools to undertake an elementary course in early Child Care, particularly in remote areas of the State".[13]

To people interested in the education of handicapped children the courses are definite reminders that the child with a handicap is first of all a child, but with special needs because of his handicap. One looks forward to the evaluation of the courses in terms of the child and his family. With the development of provisions for the education and training of specialist teachers in the early education of handicapped children, the graduates of the Child Care Certificate Courses of the Western Australian Pre-School Board may well become good, qualified support staff in meeting the special educational needs of handicapped children in the early age group. This becomes all the more important since courses in Child Care are now being offered throughout Australia, especially encouraged by the Australian Government's financial grants for Child Care and Pre-School Education programmes.

The Western Australian Department of Education through its Pre-Primary Section is developing what it calls a "Pre-Primary Programme". Compulsory school attendance begins at 6 years of age. In September, 1976, the Department issued a pamphlet entitled "The Vital Year Before School", advising the public of "an opportunity for all Western

Australian children to enjoy a happy, stimulating and attractive year in an informal atmosphere to lay the foundation for learning". No fees are charged. By mutual agreement the Department will accept responsibility for the educational programme in a community pre-school already operating, paying staff salaries and running costs. The pre-primary programme is for children 5 years of age, but children who are 4 years of age may be enrolled if there are vacancies. The Department's programme includes provision for handicapped and isolated children. Of the 15 special schools for the intellectually handicapped in 1977, 5 have a pre-school centre. "The centres were opened in response to a growing awareness of the magnitude of problems confronting many parents of young retarded children and also to give effect to the view that much valuable training can be offered to mentally retarded children before the normal age of school entrance. Children are enrolled irrespective of whether or not they are ambulatory or need toilet training or feeding skills and with as wide a range of mental retardation as possible."[14]

Queensland is committed to a policy of pre-schools in every centre throughout the State with 20 per cent of places reserved for handicapped children. The growth in the last couple of years has been phenomenal, made possible particularly by the support of Federal Government finance. In association with primary schools and pre-schools, Queensland is also organising units for the education of very young handicapped children including the multiply handicapped, and the staffs in these units are providing support services in the school and in the home for families with handicapped children under pre-school age: the teachers spend up to 2 days a week in home services.

Pre-schools established during the past two years in Queensland appear to have as much as they can do with present staffing to give service to families that have children already enrolled. One can expect that the "open door" policy evident in the pre-schools with associated units for multiply handicapped children as at Clontarf, Brisbane, will gradually extend throughout Queensland; as illustrated in the early childhood services developing in Toowoomba, a country town 83 km. west of Brisbane, a gateway to the Darling Downs. Toowoomba is not too large for people in the various early childhood services to get to know one another, to meet frequently and to work co-operatively. The Centre known as the Toowoomba South State Pre-School Centre is particularly interested in developing effective programmes for "special" children –

- parent involvement
- community involvement – "arousing the community's awareness of the needs of special children and the early recognition of and provision for these needs". (Riedel, 1976)

- country centres programme to meet the needs of children in country areas requiring special educational services, whether the children are enrolled in pre-school or not.

The Centre is well designed, providing, in addition to the usual pre-school offices and facilities, a clinic (with adjoining interview and testing rooms), a conference room, a reception room and a parents' room. On the staff is a resource teacher who is a specialist in early childhood services for exceptional children. Her programmes are carried out either in the home or at the Centre, depending on individual needs.

The Toowoomba South State Pre-School works in liaison with the Kath Dickson Centre for children next door which operates professionally on a fee-paying basis as a child care centre. It provides a good service in helping working mothers with their children. Some accommodation is available for country mothers making a short-stay visit to Toowoomba to meet the special needs of their children.

A pre-school advisory teacher in special education based at the Regional Guidance Office provides a support service for children with special needs, advising and helping teachers, parents and other support personnel, as well as working with individual children. This service in Toowoomba began in 1977.

Queensland has special pre-schools in several centres, city and country, for children who are hearing-impaired or visually impaired, as at Yeerongpilly Pre-School Centre for Hearing Impaired Children and Narbethong, School for Visually Handicapped Children at Buranda. Accommodation units are available for parents, and mothers are expected to spend some time at the Centre, at least a fortnight when the children are first enrolled. Children up to the age of five attend the centres, some as at Yeerongpilly being enrolled before 12 months of age. Country families are helped by Queensland's scheme of boarding children with host parents.

In New South Wales there is a division of responsibility in early education between the Department of Education and the Department of Youth and Community Services which is a development from what was formerly known as the Child Welfare Department, the Department that administers the Child Welfare Act, 1939, as amended. Under this Act and its regulations, this Department licenses and supervises the Child Care Centres and pre-schools established by community groups or services or local government authorities, set up particularly for the care of young children of working mothers, the children being any age up to compulsory school age. The Department has its own staff for this pur-

pose, working as a Division of Early Childhood Services. The staff are well qualified, all have early childhood education training, mostly with the Kindergarten Union, while some are professionals from other disciplines. The service is regionalised and covers the State, with 16 advisers in metropolitan areas and 8 in country areas, all working directly under a Chief of Division and a Senior Pre-School Adviser.

While the Division is concerned for licensing purposes with such matters as facilities, staff and the number and ages of the children for whom provision is made, the advisers are also concerned with the quality of care and the adequacy and appropriateness of the programmes provided for the children. For a Class A licence the centre must be *"conducted by a person who is a trained pre-school teacher or a supervisor who possesses other qualifications satisfactory to the Minister and where the supervisor of each group of five children under two years of age, the supervisor of each group of eight children two years of age, the supervisor of a group of up to twenty-five children or of each group of twenty children, three to five years of age, possess suitable qualifications and provides the children with proper care through an adequate programme of occupations and activities appropriate to the age and development of the children."* [15]

The maximum number of children permitted to be cared for in a licensed centre at any one time is 60, the maximum number permitted under 2 years of age being 30 but where separate sections are provided for the two age groups, the total number must not exceed 90 children.

The regulations also provide for child care in "a children's depot, home or hostel or a private foster home."

One of the major features of the work of this Division of Childhood Services is its interlocking with other childhood services – pre-school, child health and special services for handicapped children. The Division encourages participation of its advisers in family and school programmes; they may "model" for a day, but for this work they have but limited time, as each adviser at present, is responsible for about 40 centres. The advisers do not set up day care and other centres, but where a community group or local government authority sets up such a centre they give on-going advisory services. It is an "open door" service leading to identification of need and supportive services to the child, the family and the staff of community centres including day care centres and pre-schools. It is thus a line-of-communication service, bringing the child with a special need and his family into contacts that help towards the delivery of services to meet such needs, whether they be social or in the field of special education or health.

The establishment of new pre-schools or "nursery" schools by the Department of Education, N.S.W. was halted by Ministerial direction during World War II on account of the war economy and it has been only during the present decade that the movement towards increasing provision for pre-school education has gathered momentum, with the assistance of Federal finance. During 1977 the Department opened 27 new pre-schools, thus increasing the number from 25 to 52. For the first time the Department in 1977 appointed to the staff of its Director of Pre-Schools a specialist in the education of handicapped children.

There is at least one Special Education consultant on the staff of each of the State's eleven regions. This indicates the trend in N.S.W. towards matching special education services with the well established guidance services and towards the development of a team guidance and special education service at the local level in association with ordinary schools. Development of the service could be greatly beneficial at the pre-school stage and in the early education of handicapped children. Besides their work associated with schools and pre-schools, specialist teachers of deaf and/or blind children – itinerant teachers, the senior visiting teachers and teachers of O.D. classes (for hearing-impaired children) all have a present brief to help parents of hearing-impaired or visually-impaired children of all ages from zero onwards, and the Department of Education has at top-level the expertise to make such services effective. This holds out the hope that N.S.W. which has officially accepted responsibility for the education of all children of school age, will move closer to firm government commitment to provision of educational services for all handicapped children under school age. There is growing recognition that the provision of early education services would reduce both the incidence and the degree of educational handicap, and that on economic grounds alone any additional expenditure involved would be a good investment.

The pace of the provision necessary to develop special education services throughout the State, both in decentralised administration to match Head Office expertise and to link this up with necessary services in the field at the point of delivery, the child within his family, is likely to be slowed down by the more restricted finance likely to be available from the Commonwealth for the triennium ending 1980, unless the State gives high priority to early education of handicapped children.

For the most part principals of pre-schools have admitted handicapped children at their own discretion, if the school considers it can cope in meeting the child's needs. The development of advisory services and demonstration of educational and developmental techniques should steadily increase the number of children with special needs being

admitted to ordinary pre-schools in N.S.W.

Australian Capital Territory

83 per cent of children of the appropriate age attend pre-school in the A.C.T. from two to four sessions a week. Preference in enrolments is given to children who have turned 4; where places are available children 3 years of age are enrolled. A mobile unit, staffed by a teacher and assistant, takes pre-school experience to children in outlying areas. Places are reserved in every pre-school for children with special needs – "children who have minimal problems such as speech, behavioural or family problems."[16] There are, in addition, special education pre-schools and special pre-school units in regular primary schools for children with sensory handicaps or handicapped physically and/or intellectually, the programmes being well integrated with the regular school programmes at pre-school level and later at primary school levels. Children are enrolled in the special pre-schools and pre-school units at 3 years of age, while there are in some instances special sessions for children under 3 years of age once a week. Any family in the A.C.T. with a handicapped child including a child under pre-school age can have a support service.

Among a great variety of options, the developmental nature of the educational provisions for handicapped children in the A.C.T. may be illustrated by the following special programmes –

- "At Causeway Pre-School a sibling group has been established. This group provides early stimulation for the young siblings of handicapped children which is often missing in the home environment where attention is centred on the handicapped child."
- "At Turner Haig Park Pre-School a group of multihandicapped children are integrated in a small group of normal children. It is felt that some multihandicapped children are not suitably placed in a special pre-school but by integrating them with normal children they receive the language stimulation and social interaction necessary to their development."[17]

  The success of this programme is also very much in evidence at Stokes Street Pre-School at Griffith, in another area of Canberra.

Family involvement in the early education of handicapped children from birth onwards is accepted policy and practice in the A.C.T.

Northern Territory

The Northern Territory provides well for its pre-school population of about 3,000. It has 75 pre-school facilities employing 86 teachers and 101 aides. Admission is at 4 years of age, 3½ years for Aboriginal children. Handicapped children are admitted, with support services pro-

vided by Guidance Section and teachers of hearing-impaired children. There is a Parent Guidance Service for families of very young hearing-impaired children and a weekly clinic for mothers and children, mainly intellectually handicapped, age range 0 to 5 years.

SUPPORT SERVICES

It is universally agreed throughout Australia that the success of the application of a policy of integration is very largely dependant upon –

(1) the class teacher – his preparation and training to enable him to cope with the difficulties he meets in educating handicapped children in an ordinary class; and

(2) the resource services available to help him in cases of difficulty in dealing with problems which he is not well equipped to handle.

The Resource Teacher

It is accepted that the most important person in support services is the person who is called the resource teacher. It is general policy to appoint a resource teacher to the staff of the larger schools; excepting that it is the practice in South Australia to appoint a resource teacher to a special education unit serving a group of schools on the basis of need. In addition all the States have itinerant specialist teachers who supply the "back up" services needed, as in the education of visually handicapped students or students with communication difficulties, e.g. deaf children. Where practical at present, a resource room is made available to the resource teacher and/or the visiting specialist teacher, which facilitates the withdrawal of students for special teaching, either individually or in groups. The word "student" is used as the service is available at all levels, including secondary schools.

A distinction needs to be made here between the remedial teacher and the resource teacher. **The remedial teacher** in the Australian schools is primarily concerned with improving a child's basic skills, as in reading and number or in improving the standards of secondary school students who are under-achievers in such subjects as basic English, mathematics and science.

The remedial teacher first came into prominence in Australia following the appointment of Professor Fred Schonell as Professor of Education at the University of Queensland when he established a Remedial Reading Centre providing courses in remedial reading and diagnostic teaching. Teachers from all over Australia enrolled, and Education Departments sent selected teachers to do the Course.*

Whereas N.S.W. once sent two teachers a year to do the Course, the number of remedial teachers for reading and other skills employed by the Department in secondary schools in 1977 was 153. In the same year the number of resource teachers employed in primary schools was 300. These figures relate to a total teaching work force of approximately 43,000. As in March 1977, Queensland State Schools had 175 remedial teachers and 51 resource teachers out of a total teaching work force of about 18,000.

Parent organisations concerned about literacy and numeracy and with children's learning difficulties have been pressing for a large increase in the number of remedial teachers. This indicates a shifting of responsibility from the class teacher to the specialist teacher. There is now clear evidence that the pendulum is swinging back the other way. Jonathan Anderson, Professor of Education, Flinders University, in evidence before the Committee of Enquiry into Literacy and Numeracy in Australia opposed the reference to remedial education as a growth industry as typified by the formation of the Australian Remedial Education Association – *"My preference would be for an industry in decline and for remedial teachers and regular teachers to move closer together"*. This attitude will be further illustrated in the section on teacher preparation and training.

The resource teacher is also concerned with achievement and remediation, but with the developments of the past five years in the training of teachers in special education, more resource teachers are coming from the ranks of teachers who have had special training, mostly at least a year's in-service generalist course in special education covering a rather wide area of exceptionality. He is therefore better equipped to study and help the child who has learning difficulties, disabilities or disorders, and hence better equipped to help the teacher and parents of the child. The resource teacher also needs from time to time the greater expertise of specialists still more highly trained in a particular area of special education, while he still might need to refer some children to remedial clinics where remedial problems can be studied in greater depth.

Remedial teachers as generally known in Australia would need further in-service education and training adequately to fill the role of resource teachers as described above: they cannot be made into resource

* *Schonell's pioneering work has received well deserved recognition in the establishment in Brisbane of one of Australia's most outstanding educational institutions today – The Fred and Eleanor Schonell Educational Research Centre, Department of Education, University Queensland. The Centre is making an outstanding contribution to research and teaching in special education.*

teachers over-night just by changing the nomenclature. Parent organisations may well be advised to reconsider the wisdom of pressing for more remedial teachers and to press for more resource teachers trained to help teachers and children over a wide range of exceptionality.

EXAMPLES OF SUPPORT SERVICES

All State authorities and authorities in the Territories, within the funds available, devise their own procedures and instrumentalities in the provision of support services for the education of handicapped children in ordinary schools. These vary considerably from State to State and within the States and Territories, conditioned by local geography, density and spread of population, social conditions, local incidence of handicaps, and other factors. There is much experimentation at present, which in many instances has still to be evaluated. Some selected examples are given below, a sampling from this field that could be multiplied many times over: these are additional to examples already referred to in the section, "Early Education of Handicapped Children", and to those that will be referred to later under "Teacher Education and Training."

New South Wales

The establishment of centres with specific facilities and specially trained teaching staff, plus paramedical staff as necessary. Such a centre operates as a school on a temporary withdrawal basis, catering for children exhibiting learning difficulties of some severity referred from neighbouring schools whether pre-school, primary or secondary, e.g. Niland Public School, Mt Druitt.

Education Clinics organised through the Division of Guidance and Special Education operate in each of the State's 11 Regions. They offer a back-up service to Guidance Officers and Special Education personnel in the field, to help them with cases of special difficulty – "the more intractible problems that had failed to respond to previous intervention at school." One function that is common to all the clinics is "the diagnosis and programming for remediation of learning problems (which) are frequently accompanied by behaviour problems." Contact with parents and teachers is deemed to be essential. The clinics engage in individual counselling and deal with adolescents in group situations, while some "offer long-term therapy for the whole family."[18]

The Education Clinics are developing co-operatively with the Child Guidance Clinics run by the State Health Commission as at the Queenscliff Health Centre which includes a Diagnostic Unit for Country Children.

Victoria

Supporting units which have been developing over a number of years include –

- **Special Education Units**, district based, to provide consultation and support for a classroom teacher with any number of problem children . . . the S.E.U. also has a limited withdrawal teaching role.
- **Demonstration Units**, established to assist schools and teachers (within the region) to better meet the needs of those children experiencing learning difficulties in the normal classroom setting.
- **Opportunity Remedial Centres** – a partial withdrawal facility for children from surrounding schools . . . long-term or short-term cases.
- **Remedial Centres** – a sessional withdrawal facility for children from surrounding schools . . . experiencing difficulties in reading and/or mathematics.[19]
- **Special Facilities Units**, each home based at a district special school. Each Unit provides a visiting resource service to a limited number of neighbourhood schools to help the schools, the teachers and the parents in the education and development of children with learning difficulties or learning disorders. The staff of the S.F.U. may recommend temporary withdrawal to the central special school where the S.F.U. is located. An example is the S.F.U. at Vermont South Special School, Melbourne, with a unit staff of 3 special educational personnel who provide regular support services to seven contributing neighbouring schools. A child referred by a neighbouring school is not transferred to the central special school until the staff of the special facilities unit have exhausted known educational strategies and techniques, in co-operation with the school staff and the parents, to help the child and his teacher to win success among the child's peers in his home school. Transfer, if deemed advisable, is then arranged on a temporary basis, the team subsequently helping the home school to effect a programme for successful re-integration of the child after a period of weeks or months at the special school.

One of the greatest advantages of this supportive service is the establishment of smooth-working lines of communication between the staff of the S.F.U. and the staff of the child's home school, together with the development of favourable attitudes towards helping the child as well as improved techniques in devising and carrying out appropriate programmes.

Queensland

Being a vast State with many isolated schools Queensland depends largely on itinerant, trained resource teachers to provide a support service in the country areas: in the larger centres resource teachers are

appointed as members of the staff. In its many additional provisions in city areas Queensland includes **Speech/Language Clinics** which provide "treatment . . . to children from pre-school centres, primary schools, State and non-State, and all special schools and classes for handicapped children."[20] Besides services on a withdrawal basis, the staffs of the clinics move into the schools in their area to provide on the spot support services in treatment of speech defects and in language development programmes.

Queensland also includes in its many support services **Special Education Centres** which provide, or in newer centres aim to offer, a multi-disciplinary diagnostic and treatment service.

One of Queensland's most recent additions to its support services is the **Isolated Children's Special Education Unit** located at Toowong State School, Brisbane, planning for which started in 1974 for commencement of operations in 1976. Its concern is for children "educationally handicapped."* It aims to "identify children in need of specialized teaching, prepare instructional programs and deliver these to schools or homes for supervision by teachers or home supervisors." (Briody, 1977) Most of the children are enrolled in small, one-teacher schools or are pupils of the State Correspondence School that provides and supervises teaching and learning programmes for isolated children. The Unit endeavours to make the closest possible contacts with the exceptional child and his family by correspondence, by camp/seminars and by arranging for some of them a visit to the Unit at Toowong for guidance and counselling. For purposes of its programmes it has become a materials resource centre.

The service is splendidly conceived, and efficiently directed by a small dedicated staff that has enlisted the co-operative assistance of a number of specialists for one day a week. It has been operating largely on Australian Schools Commission funding.

There are country children, some living in remote and isolated areas, whose needs can better be met at special schools with their expert staffs, modern facilities and equipment like the Queensland School for the Deaf which operates in several centres and Narbethong, School for Visually Handicapped Children. To help the children and their families Queensland has a private accommodation scheme with host parents in homes where there are other children as in an ordinary family. The host parents receive guidance and counselling in the carrying out of their

* *Term used by ms Joan Lane, the Teacher-in-Charge.*

special functions as when they take a deaf child or a blind child into their families. The host parents receive financial support to cover their additional costs. The arrangement helps to meet one of the purposes of integration since it provides good social experiences for the child. Close liaison is maintained between the host parents, the child and the school.

South Australia

Modbury Special School is in a "dormitory" suburb on the fringe of Adelaide. This is a school for children who cannot cope under present conditions in the ordinary school, including moderately retarded children. It is located on a multi-school campus that includes a primary school, a junior primary school and a secondary school. This concept provides for a wide range of opportunities for meaningful interaction and sharing of facilities, and facilitates the re-integration of children ready for it, with easy communication between the staffs of the ordinary schools and the specially trained resource staff of the special school. The flexible teaching units in the special school permit experimentation in integration; e.g. in a 3-teacher open plan unit occupied by 2 small teaching groups of handicapped children, it has become customary on a sessional basis to introduce into the unit a teacher and group from the neighbouring ordinary school for integrated, interacting programmes.

Parents are encouraged to come to the centre and to participate in its activities. There are play groups for young children under school age: the mothers must come with their children, excepting that children 4½ to 5 years attend one session a week without their mothers.

Modbury has many facets. **It is a Parent/Child Centre.** It is a **Resource Centre for teachers**, trainees and paramedical personnel. It is a **Community Centre** for adolescents and community groups and an **Adult Education Centre** offering a wide range of skills and practical activities.

Another South Australian resource service is in the development of **Special Education Units** in association with schools and serving a group of schools.

Western Australia

One of the latest developments of successful services supportive to integration programmes is the establishment of **socio-psycho-educational resource centres (SPERCs).**

"(These centres) are closely integrated into the operation of a normal primary school, and the unit at **Balga** is a unique approach in that it combines a SPERC, a guidance office and a remedial resources centre. The building has been designed also as a teaching-research unit for the training of . . . teachers. Parent involvement is an essential feature . . .

The programme is designed to enable children referred to the units to return to a normal school pattern, at the earliest possible time". (McKinnon, 1976). A SPERC provides special programmes for children "who fail to produce acceptable behaviour responses to the normal classroom setting despite efforts by the teacher with assistance from a variety of sources."[21] Enrolment may extend up to a maximum of 2 years. Parents agree to attend group sessions at least one evening a week. The present emphasis is on children of primary school age, but it is proposed to continue development into pre-school and secondary areas.

A second Education Department development attracting attention is the **Chidley Educational Centre** in Perth which opened in February, 1976. It is a short-term residential, multi-disciplinary assessment and diagnostic centre providing remediation programmes for children from remote areas "who have educational difficulties and who do not have access to other Guidance and Special Education facilities".[22] The Centre does not cater for children with behavioural disorders.

After a period of weeks or months the Centre aims "to return the child to his home school with a prescribed programme to be followed up by the local teachers." It has accommodation for a maximum of 40 children, and short-term, motel-type accommodation for parents. Its facilities for its educational programmes and associated activities are admirable: the design provides for "the best of two worlds",* closed classrooms which can be opened at will to become part of a larger central area.

The Centre already has a considerable waiting list which it hopes to reduce if not eliminate over the next two or three years. As the homes of the children may be up to 3,000 km.from Perth, it might be anticipated that future developments in the State could lead to the Centre's objectives being realised in many cases in centres nearer to the children's homes, the State Centre in Perth being maintained for the more difficult cases: as behavioural problems are often closely linked with learning difficulties, one might also anticipate eventually a broadening of its basic conditions for admission, particularly as it is set up as a diagnostic centre. This could depend on some measure of decentralisation of the Chidley Centre's service: for the present it has quite enough to do to cater for the number of children being referred to it and to develop its two-way contacts with parents and with teachers in the children's local schools. Decentralisation would accord with practices proceeding steadily in Western Australia in provision of services in country districts

* *Quoted from a conversation with the Principal, Mr Brian Richardson*

for handicapped children and handicapped people generally. It is endorsed in another context by the Western Australian Council for Special Education in its recommendation "that the Education Department adopt the policy of providing for the education of handicapped children as near to their homes as possible."[23] The implementation of this recommendation in appropriate cases could be expected to provide necessary services to the advantage of the children and the families concerned at a lower total cost to the families and the State.

Tasmania

With its small area, as compared to the other States, Tasmania covers most of its needs for support services by the appointment of resource teachers on the staff of schools on a basis of need, and in other schools by visiting resource teachers. The State has a complete coverage of itinerant teachers to assist hearing-impaired and visually-impaired children in ordinary schools. The few totally blind children in Tasmania are all integrated into ordinary schools.

Further resource services are provided in the larger centres of population through –

- clinics attached to ordinary schools for children with specific learning difficulties, each clinic providing a support service for a group of neighbourhood or district schools, usually on a part-time withdrawal basis; e.g. – **reading clinics** at Albuera Street Hobart, Charles Street Launceston, Fenton Street Devonport, Alma Street Bellerive and the Chigwell Reading Centre at Danina Street Chigwell – in most cases attendance at the clinic is on a part-time basis;
- **assessment centres** for children with adjustment problems, as at Albuera Street, Hobart;
- **special units** for children with remedial problems or children who are slow learners, as at Queenstown Central.

Pilot Support System

A pilot support system was initiated in two primary schools in Hobart in February, 1976, "to provide an effective support service to classroom teachers who have in their classes a pupil or pupils suffering from a handicap, whether physical, emotional, psychological or social."

It was expected, inter alia, that "existing support services (e.g. guidance, child migrant education, speech pathology, welfare, child health, itinerant specialists) presently available to schools would be more effectively co-ordinated in order to provide the best possible assistance to class teachers in planning and implementing special programmes which

would enable handicapped children to participate more fully in their education."[24]

Two special teachers helped the class teachers to formulate and implement individual programmes for about 25 children referred for special help at each school, each special teacher working with the children in the classroom at each school for two half-days per week. They were concerned particularly to get the individual programmes working smoothly within about five weeks. At one school a teacher was employed part-time to help in the implementation of the programmes, working in close co-operation with the class and specialist teachers.

After a year in operation, at the end of 1977, the project was evaluated by the Research Branch of the Education Department. The report indicated that the project had more favourable results in the school where the additional part-time teacher was appointed. In general, class teachers found difficulty in handling 1:1 programmes along with their total responsibilities in class teaching. However, they considered that they had benefited as teachers, and that most of the children had benefited: two-thirds of the class teachers considered that all their children who participated in the project had benefited. The project appears to have been more successful in remediation in the skills and with slow learners than with children with behavioural problems. Parent involvement also presented problems: it needs very careful planning.

This project emphasises the necessity of evaluating the many innovative schemes in integration of handicapped children into ordinary classes to determine their effectiveness and to find bases for improving them: they also invite study for their impact on teacher training, both pre-service and in-service. The judgments of teachers themselves in evaluating services, programmes and teaching techniques need to be weighed carefully: teachers need training and experience in making valid judgments.

Australian Capital Territory

The A.C.T. Schools Authority has developed learning centres associated with selected centrally located schools "in order to mitigate the negative effects of special education placement for mildly intellectual handicapped students, whilst providing a well designed environment for the promotion of individualist learning."[25] e.g. Curtin South School where a group of 35 children, slow learners and children with special learning difficulties enjoy a lot of time in mainstream activities in all subjects excepting mathematics (instrumental music and playing the drums is a special feature): while, vice versa, selected children from the

mainstream, mostly underachievers including the "brights" have joint sessions with the children in the school's spacious learning centre.

TEACHER EDUCATION AND TRAINING

Possibly in no area of special education in Australia have the winds of change moved with more beneficial effect since 1973 than across the field of teacher education and training. There has developed –

- recognition of the importance of the class teacher in implementing a policy of integrating handicapped children in ordinary classes in ordinary schools;
- acceptance of the principle that remedial teaching is in the first place the responsibility of the class teacher;
- recognition of the importance of the specially trained resource teacher in giving practical assistance to class teachers who meet difficulties in planning and implementing programmes to meet the special individual and group needs of children in their classes;
- growing awareness of the necessity to bring diagnosis and assessment on the one hand and remediation and amelioration on the other hand closer together, so that teachers can be the more effectively helped in devising and carrying out programmes to meet the individual needs of children in their classes;
- a new emphasis on the importance of school policy, organisation and administration in the increasing tempo of the movement towards integration;
- recognition of the necessity to establish smooth working, effective co-operative relationships between the school and teachers on the one hand and the parents and the community generally, with increasing opportunities for parent participation in the education of their children;
- increasing recognition of the role of the family, especially the mother in the early education of children, particularly handicapped children;
- recognition of the need for early intervention programmes, thus lessening the need for later remedial education;
- an increase in research in depth and the knowledge that comes from relevant research in applying its findings where education of the

handicapped takes place – in the home, in the school and in post-school preparation for adult living especially in the area of the moderately, severely and profoundly intellectually handicapped;
- in general, increasing recognition of the importance of special education within the general framework of education and the necessity to provide for studies in special education both in breadth and depth.

These factors have combined to emphasise the need for a new look at teacher education and training, both pre-service and in-service. Especially during the past three or four years teachers colleges along with other tertiary institutions engaged in the preparation of teachers at all levels – pre-school, primary and secondary – have been reviewing their courses of study to meet changes in policy and changes in school organisation designed to make the policy effective. Two important occurrences have provided refreshing professional stimuli –

- During the early 1970's in Australia, teachers colleges that were previously controlled, directed and staffed by State Departments of Education have been granted autonomy.
- And secondly, both incentive and increased means of meeting new requirements have been provided by increased Commonwealth funding including financial provision for the employment in particular colleges of additional staff for courses in special education.

Of the factors being taken into account in recent reviewing of courses in the education and training of teachers, possibly none is more important than the recognition in education generally of **the importance of the class teacher in implementing a policy of integration.** It is coming to be expected of the class teacher that he will develop competency in teaching a class of children organised as a class on the basis of educational need, rather than on the basis of intellectual functioning and/or level of educational achievement. He is increasingly being called on to teach a heterogeneous group of children, some of whom may be more or less handicapped and/or exhibit deviant behaviour, as well as normal and atypical children from ethnic groups with various cultures, among whom communication often brings special difficulties. He therefore needs to gain competencies in understanding and teaching atypical children along with the other children in his class, providing appropriate individual and group programmes as well as interacting class programmes that benefit all the children. In all this, it is "sine que non" that the teacher's attitude towards the children and acceptance of responsibility for their education are of prime importance.

Within the few years of recent developments in teacher education and training to meet the needs indicated above some changes are

perceptible –

1. First it has become general for teachers colleges, whether single-purpose colleges or as a department or college within a multi-purpose college of advanced education, to provide for their general pre-service trainees courses in the education of exceptional children. Further, it is exceptional to find a university, school or department of education that provides pre-service courses in education yet does not provide for its general pre-service trainees courses in special education, though in some instances where such courses are provided none is compulsory. The number and breadth of elective courses being offered in addition to any compulsory courses show marked increase during the past five years. There is, of course, a limit to the speed at which provision can be made, as in the rate of provision of teacher educators with necessary qualifications, competencies and experience.

2. While specialist courses have continued in the categorical areas of teaching hearing-impaired children, visually-impaired children and children with cerebral palsy, there has been a distinct development of 'generalist' courses in special education concerned with what Professor Marie Neale referred to back in 1972 as "commonalties" and "a cross-sectional approach to specific disorders of learning". This type of training is especially helpful to the generalist resource teacher whose case load can be expected to list many children who are multiply handicapped. The change in outlook is also affecting courses in the special categorical areas referred to above: thus, in N.S.W., "Courses for Teachers of the Deaf" have been changed to "Courses for Teachers of Children with Hearing and Communication Disorders", and graduates are expected to take up appointments in a wide range of options, including classes or units for the multiply handicapped, the mildly intellectually handicapped (O.A.), the moderately intellectually handicapped (O.F.), classes for the language impaired (O.L.) and for the perceptually impaired (O.P.).

3. Accompanying this development of generalist training in special education, there is apparent in the courses developed in the past couple of years an emphasis on the necessity for in-depth training in one of two selected areas of exceptionality. This is typified at Burwood State College, Victoria, in the "Core and Speciality" structure of its courses. This development in teacher training reflects developing staffing needs of Departments of Education as in Queensland, where it can be anticipated that teachers in special education will be expected in future to have in-depth knowledge in a particular area of exceptionality as well as general expertise in several areas.

4. As resource teachers find their own limitations in dealing with very special cases that show inadequate response to amelioration programmes which they help the school and the class teacher to devise and implement, they need to be able to call on the specialist more intensively trained in a particular area of exceptionality, one from the apex of the three-tiered triangle of teacher education and training – basic, generalist in special education, and in-depth specialisation. (See Perkins et al., 1971).

5. While it is not general in Australian tertiary institutions to combine pre-service training for general teaching with pre-service courses with major studies in special education, it is clear that the barrier which requires teaching experience before undertaking such major specialist courses has been broken. This is important in view of the fact that the cost of a year's in-service course in Australia is more than eight times the cost of a year's pre-service course, mainly due to the need for replacement of a teacher withdrawn for in-service training.

On this arrangement the following comments may be made:

- The graduates from the combined courses of study and training, as from Mount Gravatt, Queensland, are proving themselves in the field as making a valuable contribution to meeting staff and service requirements in special education.
- As teachers in their first year of service, or later, they may be required to do general teaching, especially in a school where there are handicapped children in the ordinary classes.
- The proportion of the total number of undergraduates taking major courses in special education will vary, due to factors under the control of the College or due to the requirements of the employing authority, but there would appear to be no valid objection to a proportion of about 1 out of 5 undertaking the combined course, especially where the major courses in special education are undertaken after one year in College and the selected applicants have already demonstrated the ability, interest and aptitude essential to success.
- Successful experience in general and specialist teaching might well provide a basis for consideration of selection of graduates from the combined course to undertake a year's in-service, intensive, in-depth course in a special area of exceptionality – the apex of the triangle referred to 4. above.

6. There is emerging in early childhood services the need for the training of a new type of professional – a generalist (i) in the health, education and welfare of handicapped children from zero onwards to school age and (ii) in services to the disabled families of these children.

Like the generalist in special education, the generalist in early childhood services should be able in special cases to call in or consult with the in-depth specialist in any particular area of need. Possibly the position might be met partly by post-graduate courses for professionals in the field such as social workers, occupational therapists and specialist teachers who are home visitors.

Some examples of courses or sections of courses especially relevant to our discussion are given below –

I. PRE-SERVICE TEACHER EDUCATION AND TRAINING

- **The School of Education, Macquarie University, Sydney,** in its pre-service training courses in its Teacher Education Program includes –
  - an Introduction to Special Education
  - Education of Children with Learning Problems.

  Students are strongly advised to take these courses and the vast majority do so, especially as they are informed that as young teachers their work may involve inter alia –
  - *"teaching remedial groups (reading, mathematics)*
  - *assisting children with learning difficulties within the regular classroom*
  - *teaching classes of slow learners."*

  The courses are of a practical nature, taken while the students are involved in working with children under "The School Experience Program", a special feature of which is that students, in the third year, work in one school for one whole day a week for the period university classes are being held.
  General trainees also spend one week in the University's Special Education Centre* directed by the Professor of Special Education.

- **Hawthorn Teachers College**, one of the autonomous single-purpose colleges of the State College of Victoria has a course typical of the emphasis the Victorian colleges place on the education of children with learning difficulties at the secondary as well as at the primary level, one course being – "Compensation Education: concentrates on problems of classroom approaches in the education of secondary school children who, because of learning difficulties, need remedial teaching or other forms of special education. It is designed for the non-specialist teacher." Similarly –

* *See page* 50

- **The Department of Education in the Michell College of Advanced Education, Bathurst, N.S.W.**, among several courses related to special education at the various school levels has a course on the "Study of atypical children in the secondary classroom. Students examine behavioural characteristics and their educational implications in respect of children who differ from the typical in terms of mental retardation, physical disability, sensory handicap, language impairment, ethnic origin, social class."

- **The Division of Teacher Education, Tasmanian College of Advanced Education**, has a course in "Introduction to Special Education". It also has for third year students in its well established Graduate Diploma course under Human Development 111 – 1977 a compulsory unit on "Developmental and Learning Disorders", "intended as an introduction to the recognition, understanding and education management of the child who, for one reason or another, is considered to be different from 'the normal child': i.e. he is atypical, or exceptional, or in need of some form of 'special' education provision". The Diploma Course includes an optional unit which "aims to expand on some aspects of the essential unit 'Developmental and Learning Disorders' studied in Semester 1, and to introduce students to some common disabling conditions likely to be met (usually in their less severe forms) in normal school situations".

- **The Catholic Teachers College, North Sydney** has a core course three hours per week taken by all students in the first half of their third year –

  Education V: A. Atypical Children B. Cultural Diversity

  (i) to bring all students to an awareness of the need for a positive approach to atypical and culturally diverse children in Australian schools in the 1970's;

  (ii) to acquaint students with the various approaches that have been adopted to aid these groups.

  During the second half of their third year students chose one of the following electives –

  Behaviour Management; The Culturally Disadvantaged Child; Aboriginal Education; Special Education.

- **Claremont Teachers College, Western Australia** requires all students to take special education courses in their first and second years. – "Generalist – study areas include remedial primary, learning disability, mild intellectual handicap, emotionally handicapped – three

areas to be studied. Students majoring in special education will complete a minimum of eight 30 hour elective units by the end of third year. The units cover the areas indicated above" (Andrews & Atkinson, 1976).

- **Mount Gravatt College of Advanced Education, Brisbane,** in its pre-service courses for the Diploma of Teaching (primary and special schools) includes – "Specialist – visual handicap, auditory handicap, orthopaedic handicap and/or cerebral palsy, mild intellectual handicap – one in detail". Applicants who have successfully completed their first yeat at a Teachers College in Queensland are admitted on a selection basis for their second and third year to major in special education. They are required to continue their studies in primary teaching (and in addition) the specialized subjects in one area of specialization chosen by the student".

  Four hours per week over the two years are devoted to special education.

  Mount Gravatt also offers pre-service courses for a Graduate Diploma in Special Education (Grad. Dip. Spec. Ed.).* The subjects listed are as set down above. The course is intended for university graduates with pre-requisite studies in psychology: other qualifications and mature age candidates are considered.

II. IN-SERVICE COURSES IN SPECIAL EDUCATION – THE ONE-YEAR COURSE

Since the funding of special education in 1974-75, along with the promise of on-going funding, some universities and a large number of teachers colleges in Australia, whether single-purpose colleges or those forming an integral part of multi-purpose colleges of advanced education have participated in programmes to educate and train about 500 experienced teachers as generalist teachers in special education, in addition to those already being trained as specialist teachers of handicapped children. While this objective is common to all the tertiary institutions involved in the general programme, their individual programmes vary because of such factors as differences in philosophy of special education, the competencies and experience of available numbers of staff, and the facilities at the disposal of the institution concerned.

Some examples –

- In its one-year course **Burwood Institute of Special Education,**

* *The Graduate Diploma in Special Education is also awarded on successful completion of a one-year in-service course.*

one of the three constituent "schools" of **Burwood State College, Melbourne**, requires all students to take core subjects for two terms followed by one elective from four "specialties" – the Education of the Intellectually Handicapped, the Visually Impaired, the Physically Handicapped and the Learning Disabled. The Institute has a separate year's course for the Education of the Hearing Impaired. It takes quite a number of students from South-East Asia.

- **The School of Education, Nepean College of Advanced Education, Westmead, Sydney**, has a one-year "Course for Generalist Teachers in Special Education . . . designed . . . for qualified teachers wishing to teach children with a wide range of handicaps." The award given is a Graduate Diploma in Special Education. Nepean also has a one-year course in the education of the deaf and the deaf-blind.

- **The School of Education, Mount Lawley College of Advanced Education, Perth, W.A.** offers a one-year course leading to a Graduate Diploma in Special Education (Grad. Dip. Spec. Ed.). The course illustrates a modern approach to teacher education and training in special education: it is "non-categorical", "with course units designed to develop competencies relevant to teaching techniques and procedures, irrespective of the medically determined category of disability." At the same time it encourages specialization – "in-depth study in the area of the teacher's own choice". In view of current developments in Australia in the preparation of the "generalist" teacher in special education it is interesting to note the following comment – ". . . the emerging changes in Special Education will also result in changes in the role of personnel involved in Special Education. Specialized staff such as teachers and psychologists will become more involved in developing individual programs for children. In particular the role of the psychologist will change . . . to one who provides continuing support and assistance to the regular classroom teacher." One can commend the objective indicated to bring the classroom teacher, the "generalist" resource teacher and the support psychologist closer together: for reference to individual programs for children" see the Hobart project described briefly on page 37 of this paper. It is suggested that Mount Lawley in its emphasis on research helpful to the classroom teacher might consider research into what can be expected of a class teacher in an ordinary school in individual and group programs within his class programs: questions that would need to be considered further to the Hobart project would include questions of class size and pupil potential.

  An innovative in-service course offered at **Mount Lawley** has the title "The Learning Assistance Teacher.". This course should have special

interest for the teachers of the Central Metropolitan Region, N.S.W., who in 1976 under the chairmanship of Mr W. Nay and inspired by the report of the Education Research and Development Committee on "Literacy and Numeracy in Australian Schools" conducted their own regional "Enquiry into Literacy and Numeracy". Some side issues that came to light in the regional enquiry are very important. They have a bearing on pre-service preparation and training of teachers as well as on in-service guidance and help for teachers. The Report on the Enquiry in a section headed "Teacher Data" states –

"Teachers in the Region expressed a need for more guidance and assistance in many aspects of their teaching, including programme planning, the implementation of new curriculum guidelines, the diagnosis and treatment of learning difficulties and the individualization of learning. They seek assistance from within their schools as well as through the Regional advisory service and in-service education but find responses inadequate.

"Teachers expected considerable guidance, leadership and communication from executive staff within their schools. In many schools, especially in Secondary Schools, teachers stated that the school's executive staff were not meeting these expectations. In this regard it is important to note that 11 per cent of Primary teachers and 34 per cent of Secondary teachers had been teaching for less than 2 years while approximately 60 per cent of both groups surveyed had been teaching in their present schools for a period of two years or less. These figures attest to the great need for leadership from executive staff. Executive staff, when interviewed, acknowledged the importance of their function to provide guidance and assistance to their staff, and expressed the need for more time and training to help them meet their own expectations as well as those of their staff".[26]

The aim of the Learning Assistance Teacher course at Mount Lawley is "to provide learning assistance teachers within schools who will be able to assist other teachers by providing precise evaluation; appropriate methods; advice about suitable equipment, plus regular support so that a positive learning climate is provided. With hard core problems the learning assistance teacher may work with the child personally but only in co-operation with the class teacher. Support and assistance will make teachers more confident in the management of children with learning problems".[27] Teachers are required to attend lectures for two full days, Thursday and Friday, of each week for 13 weeks, but they are also required to write at least for a further day within their own schools to fulfil the practical requirements of the course which deals with such topics as:

- behaviour analysis and strategies
- language development
- literacy skills
- numeracy
- evaluation and assessment.

Most of the teachers who have taken the course since its commencement in August, 1976 have been deputy principals of schools. The outcome should be very interesting: Australian schools, teachers and teacher educators generally could be helped by evaluation of the course in the near future.

In-service courses of less than one year as offered at many teachers colleges may be further illustrated by the post-graduate one semester course in "**Resource/Remedial Teaching**" offered at **Kuringai College of Advanced Education N.S.W.** "designed to increase teachers' confidence in teaching pupils with learning difficulties . . . twelve weeks study and three weeks of supervised practical experience." (Andrews and Atkinson, 1976)

Teacher and Staff Training in the area of Intellectual Handicap

Most tertiary institutions concerned with teacher education include "mild intellectual handicap" in their generalised programmes in special education: some also include "moderate and severe intellectual handicap". Several in their pre-service programmes include an elective specialist unit in greater in-depth study in "moderate and severe intellectual handicap": e.g. the **University of Western Australia** which proposes an in-depth study in 1978 as an elective unit in the 4th Year of its pre-service programme for the degree of B.Ed.; similarly, the **State College of Victoria at Frankston** offers an elective unit in "moderate and severe intellectual handicap" in 3rd Year, following a generalist course in the previous two years.

Several institutions include elective units in "moderate and severe intellectual handicap" in their in-service courses in special education, following generalist units; e.g. **Burwood and Melbourne State Colleges, Victoria,** and **Monash and Flinders Universities.**

Burwood State College has a one-year undergraduate course leading to a "Certificate in Education of the Intellectually Handicapped" (CEIH) which "provides initial training for teachers in day training centres and special developmental schools in Victoria. At least nine months' experience in this work is required before undertaking the course".

Burwood State College also has a one-year undergraduate course

leading to a "Certificate in Community Welfare (CCW)" that aims "to provide counselling and support services to families with mentally handicapped child/children." It commenced 1977.

There are staff already in the field who have had inadequate or very little training, many of them having volunteered for service because of their own enthusiasm and dedication and at times because of being involved through having a mentally retarded child in the family circle. It is therefore very pleasing to record the introduction of a "Diploma Course in the Study of Mental Retardation" run by the Mentally Retarded Children's Society of South Australia Inc. in conjunction with the Special Education Section of the School of Education, Flinders University, S.A. "The course (is) available to members of MRCS facilities throughout the State on a priority basis, as well as to other personnel from organisations interested in the mentally handicapped and persons interested on an individual basis".[28]

It is an evening course in five stages of about 14 weeks each, also available by correspondence, each stage taking up to 18 to 22 weeks.

Expressed broadly the Objectives of the Diploma Course are stated to be –

"1. To create positive attitudes in dealing with all levels of mental handicap.
2. To provide participants with knowledge and information from broad disciplines associated with mental handicap.
3. To further improve already established skills in interacting with the mentally handicapped and personnel associated with them.
4. To raise the level of professional standing of personnel associated with the development of the mentally handicapped.
5. To develop more critical thinking and independent action incorporating innovation in the field of mental handicap.
6. To improve counselling skills by providing necessary information and interaction skills regarding the problems of the mentally handicapped.
7. To provide participants with a framework within which to pursue further study in the field of mental handicap."[29]

It is expected that the first intake of students into this Diploma Course will have completed Stage 5 by June, 1978.

In general, the education of the moderately, severely and profoundly intellectually handicapped is an area of special education that offers considerable scope for development in teacher education and training

institutions in Australia: possibly the need could be met by specialisation in one or two tertiary institutions in each State, depending on the number of specially trained teachers required.

HIGHER QUALIFICATIONS IN SPECIAL EDUCATION

Several tertiary institutions, and the number is increasing, provide courses leading to the award of a Bachelor of Special Education degree or an award at that level with a major content in special education.

Monash University has several distinctions in the field of special education. It was the first university in Australia to establish a Chair of Special Education, and the first to award the degree of Bachelor of Special Education (B. Sp. Ed.), June, 1976.

The two-year course of study for the B. Sp. Ed. illustrates the movement away from the categorisation and labelling of children, embracing such areas as –

- "helping and human relationships in learning
- parameters of talent and disability
- psycholinguistics
- disorders of communication
- perceptual bases of learning disabilities
- emotional and social problems of children
- research strategies in diagnosis and remediation".

In 1976 the University opened the Dinah and Henry Krongold Centre for Exceptional Children, "designed for a new approach to learning" providing "a warm human, vibrant experience in human relationships and interaction", aiming to give exceptional children "their rightful place in the family of man". The Centre caters for exceptional children in the age range from infancy to adulthood whose "disabilities cover a broad spectrum".[30]

Macquarie University has established a Special Education Centre as part of its School of Education. It was opened November 1975, the first intake of children being in March, 1976.

"The Centre's objectives are:

- to contribute to knowledge concerning appropriate teaching strategies for use in the general area of special education and to demonstrate application of that knowledge by providing exemplary programs for the education of handicapped children;
- to develop programs for young handicapped children, with particular reference to early identification and intervention strategies;
- to expand relationships between the Centre and other educational and service agencies by emphasising replication studies, field program development and in-service training;

- to carry out research in representative problem areas associated with special education such as language acquisition, general cognitive development, basic skills, etc.;
- to disseminate knowledge in the field of special education, using a variety of techniques and aimed at the whole spectrum of administrative, resource and primary contact agencies; and
- to contribute to the effective long-term comprehensive management of children with special needs."[31]

Children referred to the Centre are "those within the age range of 0 – 16 years who exhibit some kind of educational problem (including) children who have disabilities in either one or many areas of learning, whether due to intellectual or other forms of learning handicap, (and) children who have behavioral problems which interfere with their own learning or that of their classmates."[32] The Centre aims "to attempt to remedy the problem experienced by the child as rapidly as possible, return the child to his or her regular classroom and supervise the return so that gains made at the Centre are maintained".[33]

Programs at the Centre include an Early Childhood Education Program "to prepare pre-school children with learning problems for regular schooling. Children in this program are followed through into the regular school". "One day per week is devoted to a parent training project for parents of handicapped children. Parents and children attend the Centre and are assisted in programming by the teacher".[34]

The Special Education Centre also has an associated Down's Syndrome Program – an intervention program for moderately retarded infants, in three age groups:

- from about 4 months to 18 months
- from 18 months to 3½ years
- from 3½ years to pre-school.

The program "replicate(s) the work of the Experimental Education Unit, Seattle. Its aim is to minimise the developmental lag which occurs in the pre-school Down's child". The reports to date on the success of the program are very favourable.

Macquarie University has an M.A. degree program in Special Education, first offered in 1975 – full time 2 years, part-time 3 years. "(It) is designed for suitably qualified students wishing to gain an in-depth knowledge of selected areas of special education." The program which involves extensive practicum activities includes the following seminars –

- Children's Learning Problems
- Program Evaluation and Action Research
- Behaviour Problems in the Classroom
- Communication Problems in the Classroom.

Following the usual practice at Macquarie University the awards for degrees with a major content in Special Education are B.A. Dip. Ed., M.A. and Ph.D.

The Department of Education, University of Queensland, provides opportunities to undertake courses and studies leading to the award of Bachelor of Educational Studies (B.Ed.St.), Master of Education (M.Ed.), Master of Educational Studies (M.Ed.St.) and the Ph.D. On the establishment of a Chair in Special Education the University incorporated the Fred and Eleanor Schonell Centre, with the Professor of Special Education as its Director. Courses offered include a wide range of generalist study areas, with in-depth specialization at the appropriate level; e.g. the 2 years full-time post-graduate M.Ed.St. Course, besides the thesis sections of the course includes in its generalist section – "Generalist – study areas include ethnic minority, learning disability, mild intellectual handicap, moderate and severe intellectual handicap, advanced clinical practice, psycholinguistics in special education, community provisions for the handicapped, independent study and practicum." (Andrews and Atkinson, 1974)

Flinders University, Adelaide, S.A. "Since its inception almost a decade ago, the Education Discipline at Flinders has attempted through its basic education programmes to give teachers some preparation in dealing with the problems of teaching exceptional children".[35] The initial intake into the course for the Bachelor of Special Education degree was in February, 1975. Intending students are advised in a statement that epitomises current modern thinking in Australia today –

"Underlying the planning and development of the Bachelor of Special Education programme is the philosophy that education of the exceptional child should, whenever possible, be in the 'mainstream' and that an individualized approach to instruction should be utilized. Use of the 'medical model' in classifying and diagnosing exceptional children is seen to be largely inappropriate; teachers are interested not so much in the etiology or cause of the child's handicap as in the need for a functional diagnosis that will assist them in their attempts to remediate the child's learning difficulties.

"The programme's instructional system is therefore concerned with the identification of academic and social behaviours and skills which will

enable the handicapped child to succeed, whenever possible, in a regular school, regardless of his particular disability. Basic competencies are required of the teacher to allow him or her to deal effectively with children having a range of handicapping conditions."

Hence the general objectives of the programme include an understanding of the needs of exceptional individuals, the development of professional competencies, the development of qualities and attitudes of the students, and "to provide skills in teaching exceptional individuals from a non-categorical, generalist point of view, and then give opportunities for pursuing in depth a particular area of interest in special education".[36]

Flinders University is planning "to prepare students to pursue their studies at a higher degree level" and to offer a Master's program in special education.

Other institutions in Australia offering courses leading to a degree in Special Education:

James Cook University of North Queensland – Master of Education in Special Education – M.Ed. (Spec. Ed.) The course (one-year post-graduate) is based on a generalist approach with specialisation in depth in one major area of handicap.

The University of Tasmania – a two-year post-graduate generalist course for the degree of Bachelor of Special Education – B. Spec. Ed.

The Institute of Special Education, Burwood State College, Vic. – Bachelor of Education (Special Education), B.Ed. (Spec. Ed.) This is a two-year course organized on a "core and speciality" system.

Canberra College of Advanced Education, A.C.T. offers a widely based specialist course for 6 semesters for the degree of Master of Education – M.Ed.

Torrens College of Advanced Education. Adelaide, S.A. – As from 1976 Torrens established courses leading to a Bachelor of Education degree, B.Ed. – Special Education. It aims to provide a general training in special education with in-depth training in elected specialist areas of special education. Torrens incorporates a Special Education Research and Resource Centre. One of the special features of this Centre is a "Toy Library and Parent Advisory Services Unit (which) provides a free community service to parents and their handicapped children. In so

doing it acts as a training centre for students in special education who wish to learn more about play in the remediation of handicaps including advisory work with parents".

Torrens aims to establish a Master of Education degree in Special Education in 1979.

An Australian Council on Awards in Advanced Education has been set up providing guidelines for registration of awards associated with a particular course. Before registering an award under one of the appropriate titles recommended for national usage, the Council satisfies itself that the guidelines have been followed. This applies to undergraduate awards – e.g. Diploma of Teaching (Dip.Teach.) Bachelor of Education (B.Ed.) – and to post-graduate awards, e.g. Graduate Diploma in a specific disciplinary area (Grand. Dip . . .) Master's degree e.g. Master of Education (M.Ed.).

ADDITIONAL IN-SERVICE PROVISIONS FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS

State and Regional Development Committees

In addition to funding the training of 500 additional teachers in special education and the additional teacher educators required, the Australian Government on the recommendations of the Interim Committee for the Australian Schools Commission provided for grants to the States of $7,600,000 for 1974-1975 for in-service education. The Committee recognised the importance of schools and their teachers in initiating short courses to meet their own recognised needs at a time of change when new policies involving the acceptance of greater responsibility on the part of schools and teachers would be demanding a review of school organisation and strategies. The machinery for the administration of the grants provides for a State Development Committee in each State, representative of government and non-government schools. This may be illustrated by action taken in New South Wales. Besides the setting up of the State Development Committee, a Regional In-Service Committee has been set up in each of the State's 11 regions, one of whose functions is the planning of in-service courses under the Commonwealth grant. This gives the State a complete coverage. To illustrate action at the regional level – For the month of March, 1977 taken at random, the North Sydney Region's Calendar on In-Service Education listed 66 courses open to all teachers and associated personnel, from government and non-government schools, including paramedical staff and parents. The courses ranged from 1 day to 5 days

(residential) though some day courses lasted through several sessions – e.g. one day a week for up to 8 weeks, running into the month of April. The numbers approved to attend the courses ranged from a minimum of 15 to a maximum of 60. Applicants for such courses must send their applications through the school principals whose approval is essential before the Region Services Officer will authorise attendance and payments of costs. Principals in government schools have authority to employ replacement teachers ("casual" teachers) as necessary.

Most of the 66 courses for March concerned all the children in a school or class or in groupings for particular objectives: several were clearly related to special education, e.g. "Communication for the Child With Severe Language Delay" organized for 20 teachers and associated paramedical staff, one day a week for four consecutive weeks.

Most courses are arranged on the initiative of teachers. The records for 1976 show that in one region 100 per cent of the courses were so arranged: in the same region 100 per cent of the teachers in all government schools in the region attended one or more of the in-service courses; the lowest attendance figure in any region was 60 per cent.

Some programmes are arranged involving a whole school. They may cover a whole year, on a sessional basis, but they must be arranged without interruption to the education of the children in the school. Major costs of all approved programmes are met from the Commonwealth grants.

While placing "a heavy accent on regional initiative and autonomy", the Australian Schools Commission emphasises the responsibility of State Development Committees "for overall administration of the program" and for the organization of activities at State level, "planned in consultation with Regional Committees".[37]

Other Professional Services to Teachers

Teachers in special education can participate in special provisions made for the benefit of the whole teaching service in the establishment and functioning of centres that offer professional services to teachers and opportunities for professional advancement. This movement has been stimulated by assistance and funding by the Federal Government through the Australian Schools Commission; e.g. in New South Wales the establishment and functioning of –

- **Professional Services Centres.** – defined as the decentralized arm of the Division of Services providing services to teachers, schools, Teachers' Centres and Education Centres. One such centre has

been established in each of the State's 11 regions. The centre is "the repository of all equipment and books for use in connection with in-service activities for teachers"[38] – audio-visual kits, teaching aids, reference library etc. It is thus able to arrange the servicing of material resource needs for in-service activities held away from the centre.
The centres function under the authority of the Regional Directors.

- **Teachers' Centres** which are in some respects "modest satellites of the Professional Services Centre" but functioning usually under a management committee of government and non-government teachers serving in a voluntary capacity. They are intended to meet the local needs where teachers may meet for in-service courses, social and professional activities. They may draw on the regional Professional Services Centre for material, displays etc.

- **Education Centres** which are independent centres funded directly by the Australian Schools Commission and managed by a Board of practising teachers and community representatives. They are developing along different lines as determined by the respective Boards of Management to meet local needs of teachers and the community.

FROM SCHOOL TO LIFE AND WORK

The question of the educational preparation of handicapped young people for life in the adult world of work cannot be treated in isolation. It is closely linked with their social development and vocational preparation.

The programme must begin in the school. Careers advising has been a recognised function of secondary schools, but it has not generally been carried out at a highly expert professional level. It is now being linked up more closely with the greater expertise of vocational counselling which has been operating mainly post-school.

In times of full employment school leavers, with the help of their families, their friends, the careers advisers in the secondary schools, vocational guidance available through State government Departments of Labour and Industry and Commonwealth Employment Services, could be expected largely to fend for themselves. The task of the school was considered to be pre-vocational. It is now being more fully recognised, particularly as unemployment has reached higher levels and is likely to remain with the Australian society indefinitely, that many handicapped school leavers need special help in preparation for adult life and work – both in-school and post-school preparation.

In 1969 the Australian Council for Rehabilitation of Disabled organised a National Seminar held at the University of New South Wales, Sydney, on the theme: "Handicapped Youth: Preparation for Life and Work".

This was the first attempt at a national level in Australia to develop corporate thinking on this problem, and to consider and stimulate appropriate action. It still awaits expression of a national policy, though various voluntary organisations and government departments have developed limited programmes to meet the needs of handicapped adolescents.

Work experience during the years of secondary schooling, organised in many instances experimentally, has been formalised in Victoria by the *"Education (Work Experience) Act 1974"*. Under this Act, and subject to written consent by one of the parents, an arrangement may be made with an employer for employment of a student "who either is in a class the academic level of which is at least that of the second year of secondary schooling or who is over 13 years of age (irrespective of class level)". The maximum period of employment in respect of any arrangement must not exceed a total of 12 days. For purposes of law and the

Workers Compensation Act 1958 the student worker is deemed to be an employee of the employer and receives the minimum payment.

Since 1976 an employer subsidised scheme has been operating in the Australian Capital Territory, up to 200 days as arranged; e.g. 1 day a week, 2 days a week and so on for secondary age school pupils, as from the Koomarri School, a school for moderately/severely intellectually handicapped children. At the end of this work-experience programme the student has to apply for a job like other applicants.

It is good to see community services added to work experience programmes, e.g. by Oakhill College, Castle Hill, N.S.W., as this can offer potential for handicapped adolescents, including opportunities for involvement in voluntary services.

What one might call a half-way house between school and adult life and work is the Gepps Cross Senior Special School in Adelaide. Its programme is vocational, academic, social and recreational. Adolescents referred to the school range from 15 to 20 years of age, most of them being moderately intellectually retarded. This centre looks on the community as "the other classroom"; it is facing outwards towards the community.

In general, Australia has good provision for **post-school and adult education** for those who wish and can avail themselves of it. This applies to all levels. There are Evening Colleges and special classes, as in N.S.W., to meet the needs of people concerned about their standards in literacy and numeracy, people interested in hobbies, languages and social skills, people wishing to improve their standards in academic subjects at a secondary level or who wish to pursue studies and practical training at a tertiary level, whether by day, evening or correspondence classes. Under Commonwealth funding there are also classes for migrants from non-English speaking ethnic backgrounds who wish to learn English. The funding of provisions at a tertiary level through universities, institutes of technology and colleges of advanced education has become increasingly the responsibility of the Federal Government. If the handicapped person can participate in the general programme, well and good. Hopefully tertiary education and training institutions are beginning to plan specifically for the participation of handicapped people in the courses provided, as in some instances by the appointment of resource personnel to help students with a hearing impairment. As the movement to appoint resource teachers in secondary schools gathers momentum, it can be expected to carry through more generally to tertiary institutions.

One limitation to participation by physically handicapped students is frequently found in architectural barriers. The Australian Council for Rehabilitation of Disabled through its access committees in each State has done and continues to do good work towards the elimination of such barriers. The State committees are currently endeavouring to secure the passage of legislation necessary in their respective States. The ACROD Access Liaison Committee collaborated with the Standards Association of Australia in producing in 1968 a "Design for Access by Handicapped Persons" which aimed "to remove architectural barriers which restrict the opportunities for employment, business and social activities of people with handicaps".[39] This was revised in 1977 under the title "Design Rules for Access by the Disabled". Referring to building and design standards generally, the foreword to the 1977 publication states that "Criteria for building and design standards have been based on the assumption that the average person is middle-aged, healthy and ambulant. Only minimal provision, if any, has been made for those who are disabled.

"The Australian Bureau of Statistics carried out surveys of chronic illnesses, injuries and impairments in May 1968 and May 1974. From those it is estimated that 27.7 per cent of the population suffers from one or more chronic conditions and that 8.9 per cent of the population considers that their mobility and activities are limited by such conditions . . .

"People with limited mobility face additional physical barriers to access to buildings and facilities". The Preface advised that the Standard is based on a report that was prepared in 1975 for the Department of Tourism and Recreation by the Council for Rehabilitation of Disabled. "General design data are given that deal with the particular needs of ambulant and non-ambulant people. Buildings and community facilities so designed will facilitate the fullest participation by physically handicapped people in every day activities. It should be recognized that buildings and facilities designed in accordance with this standard are not limited in their use to disabled people. In most cases application of the design rules will enhance accessibility and use of a building or facility for all people."[40]

The access sign is beginning to appear more widely on buildings in Australia. Favourable attitudes are being expressed by responsible Government Ministers, but action to express policy in terms of specifications for building requirements can be expected to proceed slowly.

A high school project for the integration of physically handicapped children has been successfully carried out at the Hollywood Senior High

Australian Standard 1428-1977. Design Rules for Access by the Disabled, Standards Association of Australia, North Sydney, 1977

School in Perth. This has permitted the attendance of secondary pupils (currently 12) from the Lucy Greeth Hospital complex run by the Western Australian Crippled Children's Society. Specially constructed buses transport the children in their electric wheelchairs. The school is on two levels with direct access from the buses on each level, while long ramps permit the students to move freely about the school. School toilets have been remodelled. One student without arms operates her wheelchair by using her shoulder muscles: group work in which she participates in the library is especially helpful. As some of the handicapped students need personal care a trained nurse working from well appointed rooms has been added to the staff.

The Commonwealth Department of Social Services* following World War II opened establishments like Mount Wilga near Hornsby, N.S.W. especially designed to train or retrain incapacitated ex-servicemen for civilian employment. Its facilities were later extended to meet the need for retraining civilians injured or disabled by accident. The scheme had limited coverage in that applicants had to be assessed as having potential for open employment if given a period of training up to twelve months. Later, provision was made to admit, on a similar basis, handicapped persons of school-leaving age. In the 1960's Mt Wilga achieved success in up to 75 per cent (approximately) of its selected trainees, but the Commonwealth Government did not accept responsibility for the further education and training of adolescents or adults who failed to gain admittance to or who failed at centres like Mt Wilga, or for others in the community still more severely handicapped. It was at that time generally considered that the place for them was in the sheltered workshops being

* *now the Department of Social Security.*

established by voluntary organisations whose work is now heavily supported by government finance.

A change in attitude is seen in that since the 1960's "the Australian Government has recognised the need for . . . transitional training (for handicapped young people) to bridge the gap between school and work". (Hadgraft, 1974). Under the Department of Social Security a "New Programme in Commonwealth Assistance to the Mentally Handicapped" went into action at the Work Preparation Centre, Melbourne, 1973, and in 1974 at Granville, N.S.W. The programme provides special education for mildly mentally handicapped school leavers, along with *"special pre-employment training to prepare them for the responsibilities of work and adult living – to assist their transition from the sheltered environment of the school to the demanding world of work"*. The programme at Granville is being evaluated by a research team from Macquarie University over a three-year period. The team's interim report is very favourable.

The growing concern about handicapped school leavers found recent expression in the Seventh Annual Seminar in Special Education, 1976, organised by the Schonell Educational Research Centre, Queensland University, on the theme "From School to Work". (Elkins ed., 1976). In his address to the Seminar, Dr R.J. Andrews, in speaking on "National Training Programs for the Handicapped" drew attention to the Conference in Melbourne, 1972, on the theme as it affected the mildly mentally handicapped, a Conference "sponsored by the Australian Association for the Mentally Retarded (AAMR) and supported by the Commonwealth Department of Social Security" –

> "It seems to me that the general conclusions which I had the opportunity to draw from a review of the literature and research on the work preparation, promise, and performance of the mildly mentally handicapped at that conference (Andrews, 1973), relate to handicapped adolescents generally. The findings of that literature review included the following:
>
> 1. 'That educational programs are the true basis for the development of employment promise in the mildly mentally retarded. That is, education involving the full development of retardates in terms of their cognitive, personal, social and adjustment potential is the basis on which they can most effectively proceed to adult and work adjustment.
>
> 2. That the minimum program to ensure optimum employment

opportunities for all mildly mentally retarded adolescents, also requires both work training and placement and follow-up services that preferably are not appendages to education programs but separate programs available to those who need them.

3. That some of the mildly mentally retarded also require more education than that generally allowed for by present school leaving practices, in order to reach their optimum level of work adjustment.'" (Andrews, 1976)

The second finding is important in the organisation of "transitional" or "link" programs from school to work. Practical evidence as in the evaluation of the work preparation program at Granville is providing grounds for generalising the concept of "separate programs – post-school – for handicapped school leavers, not only for those who can fit in somewhere in Dr. Andrews' "model* of flexible progression from education to employment for handicapped adolescents" (Andrews, 1976), but also for the more severely handicapped for whom, even if given all possible preparation, the "prospects of securing and retaining suitable employment"ϕ are not at all "reasonable" but range from poor to nil.

Comprehensive action at government level concerning school leavers was initiated by the *Australian Education Council*, which consists of Commonwealth and State Ministers of Education, by the setting up of a *Working Party to consider the transition from secondary education to employment*. The major concern was the fact that some 200,000 school leavers were expected to enter the labour market at the end of 1976. The Working Party which submitted its report in June, 1976, advised "an increasing involvement of the education systems in the provision of further education or re-education and re-training for young people who have found difficulty in obtaining or retaining employment".[41] Inter alia, **the Working Party recommended** –

"(3) That the Australian Education Council, in consultation with Ministers for Labour, establish a permanent national committee or council on vocational preparation to co-ordinate policy development, research and the exchange of information".

Following this recommendation, the Commonwealth Minister for Education, Senator the Honourable J.L. Carrick, announced on

* *See Appendix D.*

ϕ *See ILO Recommendation 99 quoted by Kenneth T. Jenkins in opening his address to the Seminar on "World Trends in Vocational Rehabilitation and Employment of the Handicapped".*

October 24, 1976 that the Commonwealth Government was setting up a **National Committee of Inquiry into Education and Training** under the chairmanship of Professor B.R. Williams, Vice-Chancellor of Sydney University.[42] The preamble to the terms of reference to the committee expresses, inter alia, "concern about the overall pattern of post-secondary education", and "about problems of the relation between secondary or post-secondary education on the one hand and subsequent employment and careers on the other".

The matters that the terms of reference advise that the review should address itself to include the following:

"(a) The provision of education facilities and services:

(iv) The relationship of the provision to community and individual needs and preferences;

(v) the accessibility of the provision, including re-entry and transferability and the problems of special groups (for example the handicapped, ethnic groups, Aboriginals and women);

(b) the relationship between the educational system and the labour services for special groups.

"The Committee shall:

have regard to recent and current State and Commonwealth inquiries and reviews such as that conducted by the *OECD on the transition from school to work or further study".

As the terms of reference specially include the handicapped and the transition from school to work, there is good prospect that one of the outcomes from the review by this nationally important committee could be a statement leading to the adoption of a national policy and to the means of implementation of the policy concerning handicapped adolescents in the post-school period.

The encouraging development of public awareness of the need for transitional education and training for handicapped school leavers is further illustrated in programmes linking school with work; e.g. –

programmes of the Adult Deaf and Dumb Society of New South Wales

and

the Careers Centre for the Blind at North Rocks, a co-operative effort between the Department of Education and the Royal N.S.W.

* *Organisation for Economic and Co-operative Development*

Institute for Deaf and Blind Children.
Programmes are followed through and linked up with courses offered by the technical colleges.

NADOW (National Association for Training Disabled in Office Work) a non-government organisation includes disabled school leavers in its programme. "The programme is oriented towards the whole person and fitting that person into a special placement". (Rose, 1976)

THE INTELLECTUALLY HANDICAPPED

Movement towards total programmes from birth to adulthood

Reference has already been made to some outstanding programmes for the mildly mentally retarded, as in the Queensland Departmental Opportunity Schools and the projects of the Commonwealth Department of Social Security for mildly intellectually handicapped adolescents.

One of the major areas of concern in Australian provisions in special education today has to do with the moderately, severely and profoundly intellectually handicapped. The day has passed when educationists, and others, classified such children and adolescents as educable or trainable. There is a stirring of the waters in Australia, although not very pronounced in some quarters, indicating that Australia is awakening to action to fulfil its commitment to the intellectually handicapped under Article 26 of the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations nearly twenty years ago, December 10, 1958 which declared –

"everyone has the right to education",

and in accordance with Principle 5 of the Declaration of the Rights of the Child adopted unanimously November 20, 1959 –

"The child who is physically, mentally or socially handicapped shall be given the special treatment education and care required by his particular condition."

Reasons for the slowness of movement to catch up with this commitment lie in the main in –

- the tradition that the care of the intellectually handicapped – moderately, severely, profoundly handicapped – was the concern of the medical profession who accepted the responsibility over

the whole life span of the handicapped person, from babyhood onwards; and

- lack of knowledge in the past on the part of educationists of the educational potential of the intellectually handicapped, more especially the children and adolescents.

W.D. Rose speaking in 1976 about "the remarkable growth (over the last twenty years) in the quality of educational programmes for mildly and moderately intellectually handicapped children" stated that "there is still a tendency for the community at large to underestimate their potential development". (Rose, 1976). One can now go further and say that Mr Rose's comment applies with at least equal emphasis to severely and profoundly intellectually handicapped children: there is a mounting up of evidence that educational programmes can ameliorate their life conditions and stimulate their development. Where this has been recognised in collaboration by the authorities concerned with health, education and welfare, the contribution of special educationists is winning acceptance and approval. In Australia where the major extensions in provisions for the training of specialist educators have occurred mainly during the past five years, there is still much to do in the field of the intellectually handicapped. Some approaches have already been indicated in this paper, as at Flinders University of South Australia. The movement can be expected to gather momentum and to develop more in-depth studies as tertiary institutions recruit teacher-educators in this field, including staff with practical experience in relevant educational programmes. Australia is certainly beginning to move beyond a visionary outlook to include in its educational programmes children whose destiny in the past has too often been to be "put away" in an institution. The considerable number at present concerned is indicated in the following statistics given in the "Report of the Special Education Advisory Group to the Schools Commission, December, 1977" –

Children and Young Persons resident in institutions – aged 5-18, 1977 –

Government	7,600	
Non-government	7,907	
Total	15,507	(Berkeley et al., 1977)

With rare exceptions, schools in Australia have not been geared to making provision for moderately, severely and profoundly intellectually handicapped children. That the position is changing has already been indicated, but there is little doubt that special schools or special units associated with ordinary schools will continue to be necessary to meet

the needs of the more severely handicapped. Reference has already been made to the successful programmes of the special schools of the Sub-Normal Children's Welfare Association in Queensland; Modbury and Gepps Cross in South Australia; and Yooralla in Victoria which includes in its enrolment of physically handicapped children and adolescents some who are multiply handicapped – mentally as well as physically. To these, at this point, may be added –

- **White Gum Valley, in Western Australia,** with its highly qualified staff, a school for children in the age ranges 3 to 5 years and 6 to 18 years, the programmes moving experimentally to include children (adolescents) severely intellectually handicapped, with good emphasis on daily living; and

- **Wentworth School in Hobart, Tasmania,** with its programmes, based on a sound philosophy, for children with "levels of ability ranging from border-line defective . . . to severely handicapped, the predominant condition (being) mental handicap, but many of the pupils have a secondary disability, particularly emotional instability."

There is a definite trend in N.S.W. towards acceptance by the Department of Education of responsibility for the development of appropriate educational services for children who are moderately or severely intellectually handicapped. Since 1951 the Department has successfully conducted special schools (OF) for children moderately intellectually handicapped from 6 – 16, or 18 years of age in special cases. Since 1974, under provisions made through the Australian Schools Commission, it has assumed responsibility for 21 schools previously conducted by voluntary organisations, mainly branches of the Sub-Normal Children's Welfare Association, the children ranging from moderately through severely to profoundly intellectually handicapped, with an age range from 4 to 18 years of age, and over, dependent on need. The Department is progressively providing community special schools for children in the same range who can live at home. This reduces the cost to the Health Commission of maintaining the children in institutions: it has been estimated that the cost of maintaining a child in an institution for a year is about equivalent to a year's salary of a teacher in his first year. In these community special schools provision is also made as at the **Eric Woodward Special School at St. Ives** for the attendance of some of the children in residence at Health Commission establishments.

The residue, under the Health Commission's care for whom educational programmes will need to be provided are children institutionalised

who need continual residential care but who may profit by special education programmes. It is to be hoped that the trend of the Departmental provision for all children who are moderately, severely or profoundly intellectually handicapped will continue towards complete coverage, as specially trained staff, facilities and funding become available. This suggestion might also profitably be considered in other States where a similar position occurs, as in Western Australia where the Mental Deficiency Division of the Health Department and the Department of Community Welfare have to depend almost entirely on training their own staff, e.g. occupational therapists and social trainers whose services, while admirable, could benefit considerably by the input of trained, specialist educators.

It is worth noting that in the past the Department of Youth and Community Services in N.S.W. has been responsible for the educational programme provided in its three establishments for orphans, wards of the State, not requiring continuing medical care or treatment. It is anticipated that in 1978 the responsibility for these educational programs will be transferred to the Department of Education.

The second programme for the intellectually handicapped to which reference is made here is in the A.C.T., centred at **Koomarri School.** Koomarri is an Aboriginal word for shield, adopted when the school was first opened twenty-five years ago. The name itself indicates the change that has since come about. The shield was constantly a reminder of at least one function of the school, presumably to shield its intellectually handicapped children from "the slings and arrows of (their) outrageous fortune". Today the shield is put away. Like Gepp's Cross in Adelaide, the school faces outward to the community. The 59 children from 5 to 20 years of age go on shopping excursions, visit other schools and participate in the normal school sports – their integration into the community is a major factor in the school's programmes. Some of the intake come from two special pre-schools for the intellectually handicapped to join the Koomarri Primary School (5 to 15 years of age). Some enter Koomarri Secondary School from other primary special schools in the territory. Some are multiply handicapped.

Koomari has its own pre-workshop programme which consolidates the "learning through living" curriculum of the school. It provides exceptionally well for a smooth transition from school to work. A few of its students (6 in 5 years) have moved out into the community into open employment, socially integrated. The school's workshop is closely linked with the three sheltered workshops of the Handicapped Citizens' Association where the young workers from Koomarri are integrated into workshop experience for one day a week, then two days extending to

full-time. The fact that Koomarri has never had a "dropout" or a failure with students proceeding to placement in one of the three workshops in which they have already had work experience is evidence that the school succeeds in teaching its students to work; they are continuously active in all phases of the school's life, including its social aspects and the activities of daily living. Success with the moderately intellectually handicapped has encouraged the school to include in its intake students severely intellectually handicapped for whom it is now developing a special programme.

The last reference is to a total programme which centres around **Holroyd School for Special Purposes** in the Sydney Western Metropolitan Region. The word total is used deliberately as the programme concerns moderately, severely and profoundly intellectually handicapped children from birth on through pre-school, school, activity centre and sheltered workshop or (in a few cases) open employment. The school has places for 207 children with a teaching staff ratio of 1 : 9. Twenty-five of the children come daily from Marsden Hospital where some of them live in a private house with a house-mother helped out by hospital staff. Holroyd works on an "open door" principle in that any parent in the school area can, and many do, come along for consultation and advice. There are playgroups two mornings a week for very young children accompanied by their mothers. Large rooms permit a wide variety of activities and areas for training in which teachers and paramedical staff co-operate. It is suggested that the school might well consider the advantages of having a trained nurse or trained nurse aide on the staff as at Hollywood in Perth.

Holroyd School has an "Independent Living Programme" which develops progressively from Stage 1, living "overnight at the school" through to Stage 5, "touring, using caravans/cabins/hotels/motels (intra school; inter-school and package tour groups)". The criteria for entry into the programme are that a child is mobile, toilet trained and able to feed himself. The aim in Stage 5 is "to generalise skills and attitudes developed in earlier stages and to teach the child to adapt to changing environments."

The school is closely associated with the Dunrossil Activity Centre and Workshop which are in a block adjoining the school and come under the jurisdiction of the Principal of the school. The Activity Centre and Workshop have a 50 per cent work component and a 50 per cent educational and social training programme. Later placement for those who have the potential is in one of the sheltered workshops of Cumberland Industries which operates five workshops in the region. Co-ordination

with the school is indicated by the fact that the School Principal is the present Chairman of Directors of Cumberland Industries.

Koomarri and Holroyd are two good examples of Special Schools that meet the special needs of their pupils while successfully including in their programmes for them integrating experiences in the normal world.

RESEARCH IN EDUCATION

There is a growing demand for research in Australia, as seen in politics and in public and business administration.

One finds frequently in recent reports and submissions on the development of some phase of education in Australia, including special education, submissions and recommendations for the funding of research. Professional bodies can be expected to be clear as to their objectives in research, but quite frequently, as in submissions by some organisations concerned with the handicapped generally, the word research is used as though research were a kind of panacea, almost a worker of miracles, those responsible for the submissions not being clear as what the research is for or what good can be accomplished by it.

In his "Research into Education in Australia, 1972", W.C. Radford interprets research as including development, and quotes the definitions used by the Commonwealth Department of Education in Project "Score" –

"Basic Research is original investigation where the primary aim of the investigator is a fuller knowledge or understanding of the subject under study . . .

"Applied Research is original investigation where the primary aim of the investigator is the solution of recognised practical problems.

"Development is the systematic use or adaptation of the results of basic and applied research directed towards the introduction of useful materials, devices, products, processes, procedures, systems or methods or the improvement of existing ones. It covers all activity up to the stage where prototypes with any necessary modifications have been satisfactorily tested". (Radford, 1972)

As special education concerns the education of a *person* who is handicapped, much of the research in education generally is relevant to special education.

Each of the State Departments of Education as well as the Commonwealth Department of Education has a research division, usually allied with planning. Much of the work done in these divisions concerns the curriculum. Because of demands made on the division, as in N.S.W., for service to the administration and the various committees which it sets up, for research on which decisions can be based, there has been a corresponding decrease in staff and time available for research services to schools and teachers who have immediate responsibility for the education of the children in their communities and who need, as well as administrators at state and regional levels, research into plans and strategies being proposed or adopted to meet changing policies, as in special education. Perhaps there is no part of Australia where this need is greater than in the Northern Territory. Some research work is carried out there by the Aboriginal Education Branch of the Welfare Division of the Northern Territory Administration, but no staff are engaged full-time on research.

While drawing attention to the fact that no comprehensive survey has been made to determine numbers involved in special education, the Cohen Committee on Teacher Education declared in 1973 that "notwithstanding the absence of any Australia-wide survey . . . there is ample evidence that present provision of special education falls short of need". Questions might readily be raised as to the limited values of such a survey at the present time (1977), in view of the fact that educational authorities are engaged in giving effect to changing policies, and the varying degrees to which governments in Australia accept responsibility for providing education for all children, appropriate to their needs, from birth to 18 years of age. The interpretation of special education as being limited to special schools and special classes no longer applies. Increasingly special education is being provided for in ordinary classes in ordinary schools or through resources closely associated with ordinary schools, and the number of children provided for in this way varies from State to State, and from government to non-government educational systems, and from region to region. Probably for the present, surveys at regional and state levels could be more valuable than an Australia-wide survey. Pending an Australia-wide survey on a national level on accepted terms of reference and definitions of such terms as 'handicap' and 'special education', the percentage of children needing special education (not including gifted children) is most frequently quoted as 8 to 10 per cent, of which 2 to 3 per cent represent the "hard core".

Much of the research carried out by the educational research units of Australian Universities is concerned with research into university education with intent, as in the Tertiary Education Institute of the University of Queensland, "by practical means, by investigation and by research, to

improve the processes of learning, teaching and examining within the University" (Radford, 1973). University Schools of Education expect appointees to the staff to have demonstrated ability to undertake research, and special research is required of candidates (including staff members) for a higher degree. Much of this can be accepted as training, academic rather than practical in terms of "development" at any level of education. It is in this aspect that research in education has come under criticism. It can be expected that teacher educators will endeavour to sift the wheat from the chaff and collate what they consider most pertinent to their courses in teacher preparation. It is in the area of delivery of service to the point where it is much needed in special education, the school and the classroom, that traditional research has been challenged as being lacking in effectiveness. Among the universities whose research work is making definite impact on the schools are the three universities previously mentioned in this article as having a Chair of Special Education – Monash, Macquarie and the University of Queensland.

Teachers Colleges have a unique opportunity of helping schools and teachers with whom they are associated by providing specialised services making teachers aware of pertinent research findings, as in methods and strategies in open education, and helping them by tested and proven developmental procedures to cope with the problems in the schools and classrooms with their heterogeneous classes. Some colleges are making good use of this opportunity in an organised way, e.g., Burwood State College in Victoria, Newcastle and Armidale Colleges of Advanced Education in N.S.W., Mount Gravatt C.A.E. in Queensland. However, it is disappointing to find in some of the colleges that research, the initiation and direction of developmental research and the co-ordination of research activities, does not hold a place of prime importance, despite the fact that the teachers colleges have a total professional staff of about 3,000, many of whom are highly qualified to do research work: the position is reflected in the college budgets where the allotments to research could, with professional advantage, be very much increased.

Reference can be made here to two bodies that have made major contributions to educational research in Australia.

The Australian Council for Educational Research was established as an independent non-government body in 1930, "to undertake and sponsor research into education, to disseminate information by publication and other means, to foster worthwhile developments in education, and to provide such service to educators as it could through such means". It depends for its funding on assistance from publishers, State Departments of Education, and the Commonwealth Department of Education.

The second is the Education and Research Development Committee, a Commonwealth body first established in 1970 as the Australian Advisory Committee for Research and Development in Education. "It was provided with wide terms of reference which included power to advise the Minister for Education regarding types of educational research which ought to be further developed in this country, measures that might be taken to improve or enlarge facilities for the training of research workers in education, and institutions it might be desirable to set up for the promotion and conduct of research". (Radford, 1973)

Through this Committee the Australian Department of Education has already funded a large number of research projects from university to school levels, many of them in or associated with the areas of special education. The Committee has also decided "to publish a series of research monographs ... normally based on research which has been sponsored or promoted by the Committee". (Radford 1973)

The first of these monographs to which reference has already been made was "Research into Education in Australia, 1972" by Dr W.C. Radford, Director of the Australian Council for Educational Research.

There is a widening view in Australia that educational research institutes to include research in special education might well be established, possibly at least in some instances in association with colleges of advanced education, to give, inter alia, a specialised service to schools and teachers. It is not surprising to find a movement in Victoria, which has the unique set-up of a Minister for Special Education, for the funding of a research institute at a State level. In a wider field, the writer has suggested to the Australian Council for Rehabilitation of Disabled that consideration be given to a proposal for the establishment of a National Institute of Education (including Special Education) one of whose functions would be research –

- the dissemination of knowledge of significant findings of research overseas;

- the initiation and encouragement of research under Australian conditions;

- the involvement of schools and teachers in research, helping them to apply constructively in their plans and programmes tested and proven research in the teaching-learning situations in and out of the classrooms.

As such proposals come within the scope of the terms of reference of the Education Research and Development Committee it can reasonably be expected that further consideration will be given to the proposals to set up institutes of research in education, hopefully before the end of the present decade. It is the opinion of the writer that research at the level of individual tertiary institutions and at regional and State levels can be assisted by an Australian National Institute of Research in Education, to be funded by the Federal Government. Such an Institute could help to answer in a practical way the charge that research in education is too fragmentary. While innovations in research have their advantages as indicated in the support given to researchers by the Education Research and Development Committee, there is need of research to provide educationists and educational authorities with data and findings on which to base judgments and formulate policies and comprehensive programmes. It is good to note that "out of a total of eighty-one projects (approved by the ERDC for 1976) five were for new projects commissioned by the Committee".

A major emphasis developing in Australia is on evaluation. As educational authorites, organised community groups and statutory commissions and committees ask for greater expenditure on education, questions arise as to accountability, whether the taxpayer is getting value for money spent on education, and questions as to standards and achievements in the schools. The contribution of research to education comes under this questioning and criticism. This was expressed November, 1976, by Barry McGaw –

"Educational evaluation has evolved as an activity clearly (discriminative) from educational research largely because of the emergence of a more and more clearly elaborated set of needs which traditional research strategies were clearly inadequate to fulfil. Educational research had, on the one hand, failed to produce results upon which an effective and efficient practice could be built and, on the other, failed to produce strategies with which to confront the task of evaluating existing or innovative practice". (McGaw, 1976)

Professor McGaw refers to "what are described as models in the evaluation literature (as being) strategies for evaluation or, perhaps more correctly, approaches to evaluation. They are better described as approaches than strategies because they usually do not provide much detail about how the tasks might be undertaken in practice, or even, in some senses, what the tasks are". He draws attention to "formative evaluation which is intended to provide a basis for program development or improvement, after Cronbach (1963), and summative evaluation which

is intended to provide a more final assessment of a program for those external to it who may be interested in adopting it. Evaluations undertaken to satisfy the demands of accountability also fit within the summative category. The distinction between formative and summative evaluation can be construed as one between evaluation for decision-making and evaluation for accountability".

Evaluation can be a strong stimulus and help to schools and teachers in the preparation of individual, group, class and school programmes in special education, and the development of research studies helpful to this objective. The in-service educational programmes described earlier are already giving evidence of teacher interest. In fact, the quality and coverage of the organisation and administration of In-Service Education as in N.S.W. suggests that In-Service Education Branches of the Division of Services or similar division in the States and Commonwealth could well become involved in research and have an important function as a sort of "clearing house", with a research team helpful especially to teachers in evaluation of research carried out within the schools or elsewhere and the dissemination of helpful findings.

There is further evidence of teacher interest in the recent output of professional journals in Australia, like the *Teachers' Journal of Special Education* (1976)[43] the *ASET Journal* (1976),[44] and the *Australian Journal of Special Education* (1976)[45]: and when linked with well established journals such as *The Exceptional Child* (Ed. Andrews, R.J. Fred and Eleanor Schonell Educational Research Centre, University of Queensland), The Australian Journal of Mental Retardation[46] and the more general *Education News* (Department of Education, Canberra) the interest gives nope of better planned "development" as a phase in educational research especially in the delivery of services helpful to the teacher in the planning and evaluation of his programmes.

INTEGRATION OF SERVICES

As in Rehabilitation generally there are so many disciplines and so many departments of government concerned with services for handicapped people – children, adolescents, adults and their families – that it becomes apparent to an observer that there is great need of integration of the services – medical, educational, vocational, social and administrative – at every stage from planning to delivery.

In view of current developments in special education in Australia, this question of integration of services deserves to be raised again, re-explored, and mechanisms devised to meet the changing conditions. It

needs to be considered at various levels:

- at the grass roots, at the point of delivery of services, e.g. the handicapped child in the family circle – a local community level;
- at the regional level, as interpreted in the official sense of regionalisation in Australia, the regional organisation acting as a sort of distributing and servicing agency to meet the more local needs;
- at the State level where the State needs to co-ordinate policy, establish guide lines, and provide regional authorities with the necessary funding and the guidance and expertise that can be expected from the highly selected personnel at State level;
- at the National level to meet needs that can be best served by the greater resources, especially financial, available at that level.

There has been no intention to deal with this maior question of integration of services in this short paper. It is one that calls for full and continuous working out by the staffs concerned at all levels. It certainly becomes apparent both within and between separate government departments. Perhaps the people most concerned are those who see close at hand the delivery of services in a local community. The problem is being attacked in different ways by different communities. For example, New South Wales has continued the long established practice of organisation of an Inter-Departmental Committee, Health, Education and Welfare (now Youth and Community Services), by setting up similar committees at the regional level: it is to be hoped that previous concern with areas of responsibility will develop into an appreciation by all the members of such committees of the contribution that can be made through modern expertise in special education leading to increasing effectiveness in co-ordination of effort and services by the members of all the staffs concerned.

As a further illustration, South Australia has established a Childhood Services Council which is vitally concerned with the development and integration of services in South Australia. Those who wish to consider these matters in more detail cannot do better than study the excellent article on *"The Concept of Integrated Services"* by Mr Justice L.T. Olsson, Chairman of the S.A. Childhood Services Council published in the Australian Journal of Early Childhood in its first issue March, 1976. The following are two quotations from that article –

> *"In practical terms, integration of services envisages evolving mechanisms whereby all of the separate and independent agencies responsible for the provision of various types of service pertaining to children and their parents are brought together in*

what is essentially a co-operative partnership."

- *"Throughout 1975 it was found that, by far the most effective method of stimulating an acceptance of integration at the 'grass roots' level, was to catalyse the establishment of a series of inter-disciplinary regional or district committees. This provided a medium whereby all interested service elements could come together, discuss their mutual problems, arrange to work in aid of one another, and co-operatively plan rationalisation and extension of services".* (Olsson, 1976)

It is interesting to note the following recommendations of the Social Welfare Commission in the Coleman report referred to on page 19 –

- "Administer the program to facilitate . . . the co-ordination of the health, welfare and educational components of early childhood services".
- "Above all an inter-disciplinary approach is needed and maximum co-operation between the Departments of Health, Education and Social Security is urged. Only within a framework of co-ordination and effective communication between organisations willing to complement and co-operate with one another for the advancement of early education and care of the young handicapped child can the needs of this group be adequately met".
- "Attempts should be made to integrate the services for pre-school children and care of children out of school hours where such integration is possible." (Coleman et al., 1974)

Australia in considering ways in which co-ordination and integration of services might be achieved might do well to explore the advantages of "The Chronically Sick and Disabled Person's Act (United Kingdom) 1970 written and promoted by Mr Alfred Morris . . . now Minister for the Disabled, United Kingdom."[47] The Minister's function is largely one of co-ordination and integration of the many services provided or still deemed necessary for disabled people and disabled families. The concept might well be considered by governments and administrators in planning to meet the need of co-ordination and integration of services in special education in Australia.

SUMMARY AND COMMENTS

Public and professional interest in the education and training of handicapped children and young people has intensified considerably during the present decade.

The stress that has been placed in this paper on the importance and value of the contribution that has been made to the development of special education in Australia as a whole by the Australian Schools Commission continues to be justified. The liberal scale of financial provision to make effective the Commission's programmes for 1974 and 1975 has since then been somewhat curtailed by the economic climate in which the Government has found itself. Nevertheless the financial assistance of the Federal Government to the States in meeting educational needs generally and in special education in particular, continues to be substantial. The Commission not only reflects the growing public concern for the education of handicapped children and young people: it continues to provide leadership at a national level in stimulating progressive thinking about special education and in developing activities in support of it. As recently as September 28, 1977, the Australian Schools Commission commissioned a Special Education Advisory Group representative of the whole of Australia, with the following terms of reference –

"(i) provide the Commission with advice in relation to the special education provisions and general education provisions for children with special needs, existing in schools and centres throughout Australia;

(ii) identification of the special needs at present not adequately met; the priorities for such provisions as may be made available to meet these needs of children and the relationship of such provisions to the existing facilities and programs;

(iii) a broad assessment of existing provisions and proposed or identified developments, including a review of longer term applications arising from such provisions, for individual schools and for the community." (Berkeley et al., 1977).

The Advisory Group submitted its report in December, 1977.

The short interval between the commissioning of the Advisory Group and the presentation of its report limited the extent to which the Group could meet the requirements of the Terms of Reference and supply the specific information called for by the Commission. However, the Group submitted a report which it trusted would assist the Commission in its immediate task of making recommendations regarding Special Education

in its 1978 report and in its longer term task of thoroughly examining needs in Special Education and the priorities that should be given to them. The Advisory Group strongly recommended the initiation of "a wide ranging survey of Special Education provisions" in Australia. (Berkeley et al., 1977).

A further illustration of interest and concern at Government level is seen in the setting up by State Ministers of Education of Advisory Councils for Special Education, like the Western Australian Council for Special Education established in 1974, the Victorian State Council for Special Education, and the Queensland Special Education Council established in 1976.

Provisions being made and currently developing in Australia for the education of handicapped children are comprehensive at the school level, more thorough at present at the primary than at the secondary level. This is understandable since school organisation in primary schools had had traditionally a basis in class teaching. At the secondary level organisation has developed round subject teaching. The time in years needed to effect changes in school organisation to provide necessary flexibility to meet the needs of all the children in secondary comprehensive schools can be expected to be longer than in the primary schools, involving changes in the pre-service education and training of teachers, along with much development in in-service education. This is now proceeding. The prospects in-service are bright, especially since teacher response to initiation of courses and attendance at them has been extraordinarily good.

Two associated areas need much more thorough and comprehensive development if success is to be attained by the end of this decade of rehabilitation. The first is at the pre-school level from birth to compulsory school age. Hope lies –

- in what has been done so far by Federal Governments to implement the recommendations of the Social Welfare Commission leading to the approved establishment and funding of child care centres and financial support for the establishment and development of pre-schools;
- in party political statements supporting provision of opportunities for at least one-year's pre-schooling for every Australian child;
- in action by State authorities to expand their pre-school programmes;
- in innovative projects and intervention programmes with associated research being undertaken by some tertiary institutions;

- in the good pre-school work done by such organisations as the Kindergarten Unions or Associations throughout Australia.

While as in the case of the programmes of the Australian Schools Commission there has been, or is likely to be during the next year or two, a slowing down of the 1974-1977 rate of development of early education programmes, there is no doubt that what has already been done has whetted the appetite of many Australian parents for the provision of early childhood services to help them in the early education and management of their children especially in the case of families with a handicapped child.

The weakest area is in provision for education of handicapped young children from 0 to 3 or 4 years of age, along with the involvement of their families. The acceptance of responsibility in this area by the government of Victoria, the provisions being made for the education of handicapped children from birth onwards by the Queensland Department of Education through its pre-school units for multiply handicapped children, the valuable work in experimentation and demonstration being done by a few university schools of education and by voluntary organisations like those concerned with family programmes for children with hearing impairments, all strengthen the hope of more comprehensive developments in the early education of very young handicapped children. As Australia has comprehensive baby health services associated with baby health clinics conducted by local governments, it would appear that special education services at this level for handicapped children and their families will gradually increase in coverage, possibly linked up with the Australia-wide child care centres and with local government. **The leaven to provide early education services and to make them comprehensive from zero onwards is already at work in the Australian community. Indeed before the end of the next decade and certainly before this century is out, Education Authorities may well be concerned to provide support services to all families with children from birth onwards, possibly through family/child centres to meet the children's educational and developmental needs, as additional to present provisions for their health and general welfare.**

The other area that could profit by an effective national policy is at the other end of schooling – **the preparation for life and work** – preparation that would span the period of secondary education, transitional training and induction into employment or involvement in community service. **Two activities at the national level** give good prospects for the development of national policy in this area and the establishment of means to implement it –

- Australia has currently (1977) set up an **Australian Tertiary Education Commission** combining the former Australian Universities Commission, The Australian Commission on Advanced Education and the Australian Technical Education Commission;
- The second activity is the **present national inquiry**, already referred to, concerning post-secondary education and training.

It is to be hoped that policy in both areas – from birth to school and from school to life and work – will have been firmly established before the end of the Decade of Rehabilitation, 1980.

Two thoughts for consideration are presented in concluding this paper. Both are derived from papers presented at the Rehabilitation International's Sixth International Seminar on Special Education, Tehran, June, 1976. **Abbe Bissonnier** of France emphasised that *"Society is for the man, not man for Society"* While we accept the United Nations dictum that every child has the right to education (and we accept education in its broadest sense), Bissonnier asserts that special education should be personal as well as for society. **The child has a right to education to enable him to live and to enjoy the fullest life possible, quite apart from his employability.** Bissonnier's thinking was reinforced by **Hans Tangerud** of Norway. Reviewing the unemployment position round the world and the likelihood of unemployment staying with us at a higher rate generally then heretofore, Tangerud says that "if we accept that work prospects are very bad, either special education or society has got to be basically changed somehow. Changing special education may mean dropping all aspects of training that is exclusively relevant for work, getting a bit more relaxed"; and, accepting that handicapped youngsters can in general achieve less, it may mean avoiding "socializing within traditional working life perspective, to develop in our pupils a knowledge of their own rights in society and a kind of basic trust that it is acceptable and even important to be a good customer living on social welfare, or to train for new social out-of-work roles whatever they may be".

To Tangerud's comments on rights, needs to be added the co-development of a sense of responsibility, as when with the security that comes from the benefits of social welfare, handicapped persons endeavour with appropriate development, training and experience to give paid or voluntary service to the community that supports them, accepts them, and has a place for them as members of its society. What we have to watch is that we do not throw into the discard those whose disablement despite education and training becomes too much of a

handicap for employment in an open, competitive market or who are a drag on the economically productive objective of sheltered workshops. We should explore what life has to offer them, both as individuals and as members of society. The development of activity therapy centres and clinically oriented workshops are hopeful indications of Australia's thinking along these lines.

Kenneth T. Jenkins, President of the Australian Council for Rehabilitation of Disabled and President of Rehabilitation International, in an address given in Athens, 1976, at a Seminar of the R.I. Vocational Commission of which he was then Chairman, raised the question, *"Whither Sheltered Employment?"* In speaking of the objectives and various roles of the Sheltered Employment Movement, Mr. Jenkins stated:

"What is the ideal situation? In answering this question I submit that we should not take into account the economic viability of the agency. So often we find that the determining factor is the need of the agency. So often we find that policy is determined by a cost benefit analysis. Surely it is the need of the client that is the only factor that needs to be taken into account". (Jenkins, 1976).

Mr. Jenkins' statement about "the need of the client" received further emphasis in an address given the same year in Brisbane to the Seminar on "From School to Work" – "Vocational rehabilitation services are not just a successful financial investment – *they are an investment in people."*

There can be no doubt about the personal values in participating in productive employment. But if we accept as a community that services for the handicapped are an investment in people, helping them towards a better and more satisfying quality of life, then workers in the field of rehabilitation while realising the difficulties faced by the unskilled and less employable people in a competitive market can be encouraged by realistic glimpses and documented evidence of what many handicapped people can do, as in the case of the mentally handicapped, and which they can enjoy doing despite their low potential for employment; and if we agree with the expressed philosophy of Bissonnier and Tangerud, leaders and workers and the handicapped themselves can work co-operatively towards new and exciting goals that will enhance the importance and value of special education.

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Appendix A

THE EDUCATION OF THE TALENTED CHILD

It is present policy throughout Australia to provide appropriate education for all children of school age. Education authorities are therefore concerned with the development of appropriate programmes for talented children. The following illustration indicates what has been going on in this special field in N.S.W. over past years, and developments that are now under consideration.

For about 40 years Australia has shown interest in the intellectually gifted as measured in terms of high I.Q. of 125 plus. Very often these children in primary school were a grade ahead of their age peers, and as there was a minimum age set for the State schools for admission to secondary or "high" school in N.S.W. these intellectually bright children were compelled to repeat a year, mostly Grade 6, the top grade in the primary school. In the 1930's under the principle of "ability grouping" introduced by Dr H.S. Wyndham, bright pupils, many of whom had completed Grade 5, were formed into an opportunity fifth class in a school central to a district in the metropolitan areas of Sydney, Newcastle and Wollongong, N.S.W. A sixth grade class of intellectually bright pupils, some of them regarded as under-achievers was added to form the special O.C. Unit within the primary school. Teachers were specially selected to provide an enriched curriculum and where necessary to strengthen basic skills. Some opposition came from the staffs of schools from which the "brights" were transferred to the O.C. Classes as they felt the loss of children who were frequently leaders in class and school activities. However, these O.C. Classes as observed in the 1940's were highly successful, particularly where there were 4 classes in the O.C. Unit, each class having about 30 to 32 pupils.

No move was made to form similar units at the secondary level: it was considered that as vertical classification was customary the children from the O.C. Classes would get sufficient challenge in the A classes in the academically selective high schools. The goal in the O.C. classes, however, was not so much academic achievement but the development of personality, special gifts and qualities of leadership, and many of the gifted children who had spent two years in development of special interests and in the greater freedom of the O.C. classes found themselves restricted at the secondary level by the comparative rigidity of the subject organisation and limiting time periods then operative in the high schools. High schools tended to judge the pupil on the basis of achievement in school subjects. The fact that there are currently 40 O.C. classes

is some indication that they have continued to meet the original purposes of their establishment.

One of the brightest spots for gilfted children at the secondary level is at the Conservatorium of Music, Sydney, where the Conservatorium High School has been in operation since 1919.

Recent concern for the special education of gifted students found expression in the setting up in N.S.W. in November 1975, of a Committee under the Chairmanship of C.L. MacDonald, Staff Inspector representing the Assistant Director-General (Secondary) with the following terms of reference:

"to examine, report and make recommendations on –

(i) the identification and education of highly talented children in years 7 to 12 in government schools, and

(ii) the organisation of the education appropriate to these children."*

In a particularly able report "The Education of the Talented Child"* presented to the Minister for Education, The Honourable E.L. Bedford, M.L.A. in April 1977, the Committee presents the following definition – "Talented students are an atypical group possessing exceptional abilities and capable of outstanding performances."

It has made recommendations, inter alia, for:–

- the formulation of "guidelines to assist teachers in the identification of talented children";
- programme development;
- "the Region† as the focus for formulating plans to meet the needs of talented children";
- training and education of teachers, pre-service and in-service;
- "research studies into non-academic areas of talent to assist in the identification of and provision for students with these specific talents";
- "Functional Directors$^{\phi}$ (to) be given adequate resources to assist Regional Directors in developing programmes for the talented";
- the initiation of Special Interest Centres for the talented;

* All quotations are from the *Report of the Committee appointed by the Minister for Education to inquire into the Education of the Talented Child, Sydney 1977.*

†*Regionalisation began as a pilot scheme in the South-west of N.S.W. in 1948. It is now well established in N.S.W.: eleven regions give State coverage.*

$^{\phi}$ *at State level.*

- "an investigation into the concept of flexible working hours for teachers in order to cover activities for talented children and other groups at times touside the traditional school hours".

The report presents proposals for investigation and administrative procedures that could be helpful to all Education Authorities throughout Australia in their consideration of provision for the education of the talented child.

It is abundantly clear that Australia can do much more for its talented children and that it is high time that it set about determining a policy for their special education, training and development and providing means to make the policy effective. The implementation of the MacDonald report in N.S.W. can be looked forward to with interest in all countries where there is "an upsurge of interest (in) the education of highly talented students."

Appendix B

THE EDUCATION OF CHILDREN FROM NON-ENGLISH SPEAKING BACKGROUNDS

In the early years of this century over 98 per cent of Australians had an Anglo-Saxon background, in the linguistic sense that they came from English-speaking countries or were born of English-speaking parents. The position has changed significantly. Since World War II Australia has accepted thousands of immigrants from many parts of the world, so that in 1977 21 per cent of Australia's population was either born in countries with non-English speaking ethnic backgrounds or were born in Australia of parents from those countries. The number of children of school age with a non-English speaking background (N.E.S.B.) was estimated in 1976 to be about 328,000 out of a total school population of 2,960,000 or 11 per cent approximately, about 85 per cent of them being born in Australia. In the State schools in N.S.W. about 210,000 students (26 per cent) have non-English speaking ethnic backgrounds, while the comparable figure from the independent schools (mainly Catholic) is about 26,000 (12 per cent). Corresponding figures for Victoria are about 156,000 (25 per cent) and 20,000 (10 per cent), and for Western Australia about 10,000 (5 per cent) and 1,700 (4 per cent). Most of the N.E.S.B. children are congregated in the larger cities, more especially Sydney and Melbourne, though spread unevenly. In N.S.W. students from non-English speaking ethnic backgrounds constitute more than 50 per cent of the enrolments in at least 95 State schools; e.g. Cringila Public School (96 per cent) Woolgoola Public School (83 per cent), Petersham Girls High School (70 per cent), Enmore Boys High School (65 per cent).

In N.S.W. specialist resource teachers are appointed as additional members of staff, thus Chester Hill North Public (State) School with 150 N.E.S.B. children out of a total enrolment of 620 (about 24 per cent) and a total staff of 29 has 6 resource teachers, 5 of whom are specialists in the teaching of English as a secondary language. The majority of the N.E.S.B. children in this school in recent years have been children of refugees, e.g. from Vietnam and Timor, whose parents have been housed in Westbridge Hostel for periods up to 12 months, or longer in special cases. The Hostel has an Education Centre that provides day and evening classes for people not attending school.

As immigrants come to Australia from all over the world, some eighty languages in addition to the Aboriginal languages are currently spoken in Australia's ethnic communities: e.g. Arabic, Estonian, Greek, Italian, Macedonian, Maltese, Maori, Polish, Punjabi, Russian, Serbo

Croat, Spanish, Turkish and Ukranian. As the immigrants and their descendants tend to be dispersed throughout the metropolitan areas, up to forty languages may be the mother tongues of children at any one school.

The major development in the education of these "migrant" children has occurred since 1971 when the Federal Government through its Department of Immigration introduced a Child Migrant Education Scheme making funds available to education authorities to introduce English as a second language programme, to employ specialist E.S.L. teachers, and to meet the cost of learning materials, audio-visual equipment and in-service courses. State and independent schools' organisations make their own financial commitment to the programme; thus the budget for in-service courses for E.S.L. teachers in N.S.W. in 1977 was made up of $6,033,000 from the Commonwealth and $800,000 from the State Government.

There is a tendency in general administrative practice throughout Australia, more particularly where large numbers are involved, to make child migrant education programmes as such the responsibility of a division distinct from special education; e.g. in Victoria it is the responsibility of the Assistant Director (Ethnic Education) in the Division of Special Services, while in New South Wales it now falls (1978) within the Division of Special Programmes. The N.S.W. service is centred in the Child Migrant Education Centre in Sydney, which has an Officer-in-Charge and a Staff of 14. The functions of this centre include –

- the in-service training of teachers in English as a second language;
- the development of courses in the native language of children from a non-English speaking background, a course offered in 44 State primary schools and commenced mostly in 1976 and 1977;
- the development of a Community Language Materials Project to increase the effectiveness of the centre as a Resource Centre for materials helpful to schools and teachers concerned with the education of children with a wide range of cultural backgrounds including Arabic, Greek, Italian, Spanish, Turkish, Serbo-Croatian, Polish, Macedonian.

In brief the trend is towards a multi-cultural education with provisions for –

- multi-cultural perspectives to the curriculum – to help all children to become aware of the multi-culturality of Australian society;

- inter-cultural education – to help all children gain inter-personal skills helpful to the increase of inter-ethnic harmony;

- community language education – to enable students from both non-English and English speaking ethnic backgrounds to learn as a subject in the curriculum one of the community languages. Such programmes are being developed in New South Wales, Victoria and South Australia;
- bilingual education – to enable children fron non-English speaking ethnic backgrounds to learn through both their mother tongue and English in an organised programme over a specified period of time. Such programmes are well developed in the Northern Territory (for Aboriginal Australians) and in South Australia (for Greek-Australians and Italian-Australians);
- ethnic studies – to enable children to know in depth their own ethnic group and, from time to time, other Australian ethnic groups;
- English as a second language programme – these are well developed in all States for children from non-English speaking ethnic backgrounds and English as a second dialect programme (for students who speak what may be called "Aboriginal English" as their mother tongue) are being developed in Western Australia.

In summary it is now widely accepted that in a multi-cultural and multi-lingual society children from non-English speaking ethnic backgrounds may best be educated in an environment in which firstly their ethnicity is recognised, accepted and strengthened, and, secondly in which children from English speaking ethnic backgrounds also become fully aware of the multi-culturality of their own society.

Appendix C

ABORIGINAL EDUCATION IN AUSTRALIA

There is no discrimination of race or colour in admission to State schools in Australia. It is present policy to establish community schools open to all children. A previous, fairly general practice of conducting a primary school exclusively for Aboriginal children where their number warranted it in a community with a mixed population no longer applies. However, there are special problems associated with the aboriginal population that demand and are receiving close attention by governments. The question of appropriate education for a people with over two hundred known dialects cannot be dealt with apart from consideration of social conditions, welfare, and cultural needs, matters which concern not only Ministers for Education but also Ministers at State and Commonwealth levels concerned with Aboriginal Affairs and with Social Welfare.

Following a policy of involving ethnic groups in the education of their children, the Commonwealth Minister for Education, Senator the Honourable J.L. Carrick, announced on 22nd July, 1976, "The Government's decision to establish a National Aboriginal Education Committee consisting solely of Aboriginal members, to advise the Minister and the Department of Education and other appropriate authorities on the educational needs of Aborigines from pre-school to tertiary levels."

The Committee consists of a chairman, two members from the Northern Territory and each State, excepting that Victoria and Tasmania have one representative each. Torres Strait Islands have one representative. In addition, the Committee includes a representative from each of the following levels of the education system –

pre-school education
primary education
secondary education
social/adult education
vocational, technical and tertiary education.

The Chairman was appointed for 3 years. Normally Members will serve for 2 years, half of the membership retiring each year. The Committee is attached to the Department of Education, Canberra. It will be responsible for providing the Minister and the Department of Education with a reliable expression of informed Aboriginal views on the educational needs of Aboriginal people and appropriate methods of meeting these needs. It will assist the Department of Education and other agencies in monitoring existing programmes and in developing programmes and

policies. It will be able to consult with other involved authorities, and to undertake or promote investigations, studies and projects relevant to these responsibilities.

The operative costs of the Committee are being met by the Commonwealth Government.

Some of the States, in collaboration with the Commonwealth authorities, have already (October 1977) set up a State Aboriginal Education Advisory Committee with objectives "to involve Aboriginal people in Aboriginal education," and to "assist the Department in monitoring existing programmes and in developing programmes and policies."

"On the whole it is hoped that the Advisory Committee will contribute to the revival of Aboriginal culture and help the education system in presenting a realistic and favourable image of the Aboriginal community which is experiencing a rapid social change."[7]

The National Conference of Aboriginal Teachers held at the Mt Lawley College of Advanced Education, Western Australia, in April 1977 recommended inter alia –

> "That training institutions incorporate Aboriginal Studies in all teaching education programmes as a fully integrated core element. That a working committee be established to examine the strategies involved."

This could be somewhat demanding on training institutions generally, but it could well be considered that a teachers college or teachers colleges in States with a large school enrolment of Aboriginals could include special strands in their curricula to meet the purpose of the resolution.

Over many years voluntary organisations have been established and have worked in the interest of Australian Aboriginals. The Aboriginal Education Council (N.S.W.) may be cited as an example. The Council which aims to secure the provision of greater educational opportunities at all levels has been involved in work with Aboriginal students and their families since 1963. It has initiated a number of projects including an incentive scholarship scheme, a coaching scheme, study and homework centres and a pilot scheme that led to the appointment by the N.S.W. Department of Education of Aboriginal Teaching Assistants.

The Council maintains that "many of the difficulties encountered by Aboriginal students could be avoided or minimised if more effective

links could be established between home and school". To overcome the communication gaps the Council is at present (1978) advocating the appointment of Aboriginal Home-School Co-ordinators.

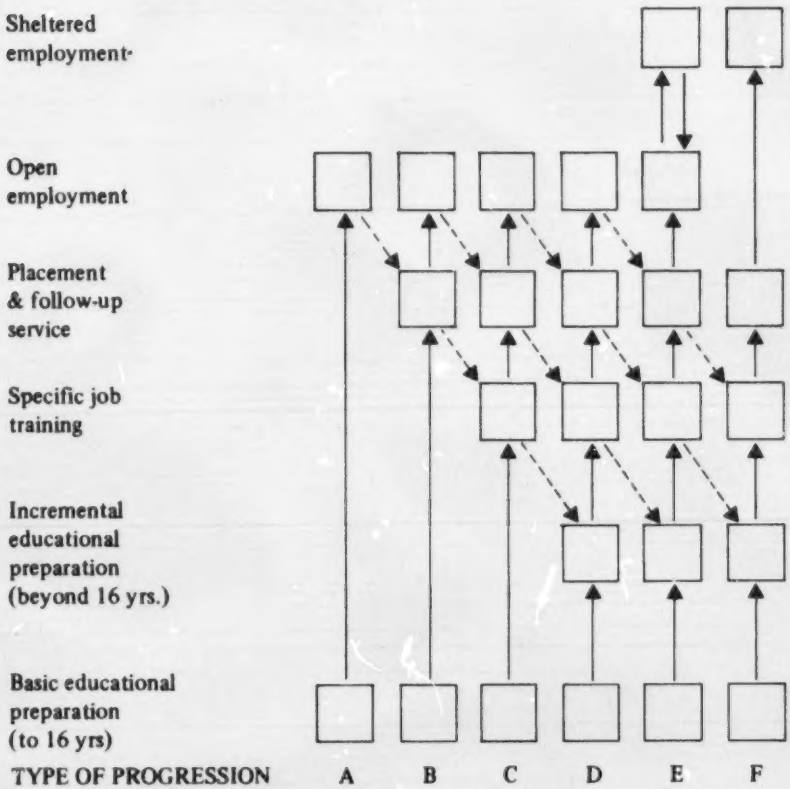
There is no doubt that education authorities in Australia in consultation with voluntary organisations and with the Aboriginals themselves are moving towards better provision of education with appropriate educational experience and innovative programmes for Australia's Aboriginal population, with developing recognition and provision for the multi-cultural aspects.

Reference: All interested in Aboriginal Education, especially all teachers are advised to read the report on the Symposium – Training Teachers for Aboriginal Education, with introduction by Henry Egerton, Acting Director of Aboriginal Education Section in the Commonwealth Department of Education, Canberra, Education News Vol. 15 Number 9, 1976.

Appendix D

A Model of flexible progression from education to employment for handicapped adolescents

By R.J. Andrews in *From School to Work*
(Elkins, J. Ed.)



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